DOCUMENT RESUME

ED 217 224 CE 032 852

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TITLE Missouri Career Education Exemplary Classroom Activities for Fifth Grade.
INSTITUTION Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE 80
NOTE 116p.; For related documents see CE 032 849-857.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Basic Skills; *Career Education; Career Exploration; Class Activities; Communication (Thought Transfer); Decision Making; Elementary Education; Fine Arts; Grade 5; Guidance; Health; *Integrated Activities; Interpersonal Relationship; *Job Skills; Language Arts; Learning Activities; Mathematics Instruction; Occupational Information; Physical Education; Responsibility; *Role Perception; Science Instruction; *Self Concept; Social Cognition; Social Studies; State Curriculum Guides
IDENTIFIERS Life Events; *Life Planning; Missouri

ABSTRACT

This Exemplary Activities Handbook for grade 5 is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: Fine Arts, Guidance, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
FIFTH GRADE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING

(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS

(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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FINE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Each student will make a friendship plaque. Divide the class into small groups. Have each group write two lists describing things friends do and do not do.

Goal 1.1

Have the students prepare "parchment" paper. They will wrinkle a piece of Manila paper into a ball and dip it into water. They spread the paper and flatten it. They then apply a light brown water color wash to highlight the wrinkles and to "age" the paper. The paper needs to dry completely.

Have each student write his or her own "Code of Friendship" and copy it in waterproof felt-tipped pen onto the "parchment" paper. The parchment is then glued onto a stained prepared board or cardboard. Students can cut trees and flowers from seed catalogs to decorate their plaques. The entire thing is ready for decoupage.

2. Have the students help you list occasions on which they would send greeting cards to people. Then have them think of other important life events or accomplishments for which there are probably no greeting cards. List these on the board. They might be such things as:
--learning to ride a bike
--getting a cast removed
--getting rid of a wart on the bottom of the foot
--having a successful kidney transplant
--getting some new step brothers and sisters
--saving up enough money to buy what you've been wanting

Goal 1.1

Have the students draw and color greeting cards for these occasions. Display these on a bulletin board.

Notes

Self Knowledge

Goal 1.1

2. Continued

> Have you ever thought about having a student-run greeting card business? They can learn about supply and demand, earning money and working together. Making the cards should help motivate them to perfect written language skills. Put all the supplies and some dictionaries in an interest center. Let students prepare the cards in their spare time. Get heavy stock paper leftovers from a printer. Cut the paper to fit legal and business envelopes. Ask a local merchant to give you a discarded card rack. Have the students take turns running the "shop" during lunch, PTA, Fun Day, Open House and so on.
>
> Then you can have the students make a group decision on how to split or spend the profits.

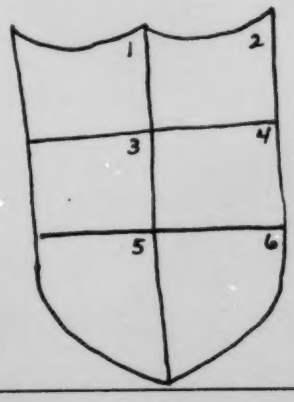
Goal 1.1

3. Let students make silhouettes of each other. Then, to point out uniqueness of each individual, let students make a set of their fingerprints. Display the silhouettes and fingerprints together. Try to find differences in them.

   Post these on a bulletin board captioned Vive la Difference! Explain that accepting our differences helps us accept others.

Goal 1.2

4. Have each student fill in an outline of a shield with the following for a personal Coat of Arms:



4. Continued

Box 1. Draw a symbol to represent your greatest success.

Box 2. Draw a symbol to represent your family's greatest success.

Box 3. Draw a symbol to show a place you dream about

Box 4. Draw symbols to show two things at which you are good.

Box 5. Draw a picture to show what you would do if you had one year to live and would be a success at anything you do.

Box 6. Write two words you would like used to describe you. In the other half of this box write two words you would not like used to describe you.

Divide the students into small groups. Have them take turns explaining their coats of arms to each other.

Notes

Self Knowledge

Goal 1.2

5. Have students find magazine pictures of people that look like their family members. Have them cut these out and paste them in a collage to resemble a family portrait. They may use aunts, uncles, cousins and grandparents or just parents and siblings. Have the students label the pictures with names of family members they resemble.

Goal 1.2

6. Have each student prepare collages which reveal their personalities. Using magazine pictures and words they can depict various interests, tastes and characteristics.

Goal 1.2

7. Students can prepare self-portraits. Place waxed paper over drawing paper. Use a sharp pencil to draw a self-portrait on the waxed paper. The wax will be transferred to the drawing paper. Attractive drawings will magically appear when water color paint is brushed on. It is best to use dark paint on white paper.

Goal 1.2

Explain that we need to keep exploring to find out about ourselves. Little by little throughout life our selves are revealed to us.

Notes	
Self Knowledge Goal 1.3	8. Given a small rock with at least one flat surface, the students should make a "primitive cave drawing" to represent an important event in his or her life. The other students may try to guess what the event is and construct a story to go with the cave painting. The students should share this "important event" and discuss how close their classmates came to reconstructing the event.
Goal 1.3	9. Have the students think of an important event, person, place or thing in their lives thus far. They should write it on a piece of paper. Together have them help you list phrases that describe the event,person, place or thing. Have students bring some John Denver recordings. Have students help you decide whether each Denver song is about a person, place, thing or event. Perhaps the students will want to pick Denver tunes and write their own lyrics. Have fun!
Goal 1.3	10. Have students make their own musical percussion instruments, compose rhythmic notations and perform them for one another. Have the students decorate tin cans. They put dried beans into the cans and seal. Then have them work in small groups to write, practice and perform a rhythmic notation.
Goal 1.4	11. Arrange the students in small groups to list problems on the playground. Then have them dramatize possible solutions to one of the most bothersome problems. Be sure all group members get to participate singly or in pairs. Let them also decide which problem is most bothersome.

II. Life Roles, Settings, and Events	Notes
12. Have the students determine what are the major industries, products and services of the community. Then have them paint a mural depicting this. They may need to use the yellow pages to get a listing of community businesses. They can also determine the "major-ness" of an industry by the number of people employed in it. A few volunteers may want to use the telephone to gather this information.	Life Roles, Settings and Events Goal 2.1
13. For this activity students will be called upon to contribute to group work. Divide the class into small groups. Have each group choose a tune everyone knows. Each group will then choose a subject and list phrases related to the subject. Then they will take one phrase of the tune at a time and put new words to it. Then each group will sing its song for the rest of the class.	Goal 2.2
14. Have the students each prepare a poster advertising the "neatest" thing he or she has learned in school. Have the students use large sheets of chart paper and Tempera paints so they can get the feel of designing and lettering something for a billboard. Let them take turns explaining their posters to one another. Hang the posters on one of those big, beautiful hall walls.	Goal 2.2
15. Have students search magazines for small pictures of places they'd like to travel to. Have them glue these pictures into jar lids to make plaques. They can paint the edges of the lids gold and hang with pretty ribbon around the map of the world. They should then try to locate the place depicted and write the name of it under each plaque.	Goal 2.3
16. Have students think of places to which they would like to travel. Have them use the encyclopedias to get ideas for travel posters advertising these places. Let them make the travel posters on large paper with poster paint and Magic Markers. Display a collection of travel posters so they can see the use of simplicity to depict something that typifies a place. Invite parents to show slides of the places illustrated by students. Have them explain whether they went to these places for business, for pleasure or for both.	Goal 2.3
17. Students who play musical instruments can bring them to demonstrate and play.	Goal 2.3
18. Have students bring their favorite recordings to school. Have some time each day during which a few of these favorites are played.	Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.4

19. Have students each choose a work setting that fascinates them. Have them make shoe box dioramas to depict the work settings. Explain that some of these work settings are indoors and some outdoors. Then post a chart captioned thus:

WORK SETTINGS	
Indoors	Outdoors

Invite them to fill in the chart in their spare time by writing in examples under the appropriate heading.

Goal 2.4

20. Select one of the Occupational Clusters which may appeal to the students. Write it as a heading on a piece of poster paper. Put magazines, scissors and glue on a table near it. Have students paste related pictures on the collage in spare time. They can also write occupations and related words on the collage. Cluster headings are:
--FINE ARTS AND HUMANITIES
--MARINE SCIENCE
--HEALTH
--CONSTRUCTION
--TRANSPORTATION
--HOSPITALITY AND RECREATION
--CONSUMERS AND HOMEMAKING
--BUSINESS AND OFFICE
--COMMUNICATIONS AND MEDIA
--AGRI-BUSINESS AND NATURAL RESOURCES
--MANUFACTURING
--MARKETING AND DISTRIBUTION
--ENVIRONMENTAL
--PUBLIC SERVICES
--PERSONAL SERVICE

Goal 2.4

21. Invite any of the following workers from your community to speak about their work with fine arts. You'd be surprised how many people there are even in small communities.

--Music teacher
--Music store worker
--Professional musician
--Church organist
--Music critic
--Conductor
--Dance teacher
--Singer

21. Continued --Music student --Art curator --Art director --Professional artist --Commerical artist --Dancer --Comic illustrator --Letterer --Jeweler	Notes Life Roles, Settings and Events Goal 2.4
22. Have students make color wheels showing primary and secondary colors. Have them list complementary colors.	Goal 2.4
23. Have students work in small groups to make displays suitable for department store windows. They can use such things as children's clothing, toys or sports equipment. Have them bring real objects from home.	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	24. Obtain prints of famous paintings from different eras. Arrange them in chronological order on the chalkledge. Ask why the styles are not the same. (The painters were influenced differently because they lived at different times. Show two Impressionist paintings by different artists. Point out similarities (the treatment of light). Explain that the painters lived at the same time and were influenced by some of the same things.
Goal 3.1	25. Have students prioritize the following choices by deciding which is most important to them in home furnishing: --price --practicality --beauty Have them use mail order catalogs to select the interiors for their dream bedrooms.
Goal 3.2	26. Ask the students to help you list pressing environment-related problems. Have the students debate and vote to find the problem of greatest concern. Then have the students plan and prepare posters urging behavior changes to help combat the problem. Have them use poster paint, large sheets of poster paper and Magic Markers. Arrange for the posters to be displayed out in the community as well as in the school.
Goal 3.3	27. Teach the students a group of American songs. Select them from various regions of the country. Then prepare a program presenting the songs in the order that they originated. Be sure to include a narration explaining the regional dialects and colloquialisms. Focus the program on social changes reflected in American music and song. Ask the music teacher to help you prepare a display of those musical instruments which are uniquely American. This would include instruments such as the banjo and juiceharp.
Goal 3.4	28. Ask how many students take private lessons related to any of the fine arts. Ask a few volunteers to explain when they practice. Tell the students to imagine they take two kinds of private lessons. They should write down what they would choose. Ask them to prepare a weekly schedule showing school hours, practice times and lesson times. Remind them to consider travel time to lessons if necessary. They should also consider time for homework and leisure.

IV. Academic and Vocational Skills	Notes
29. Prepare tape recordings of a sequence of class rehearsals to observe improvement and progress in the performance of the group. Make the first recording as they are first learning a new song or choral reading. Later, play a recording of a children's group, such as the Vienna Boys' Choir. Point out the fact that they, too, must work and practice to attain such perfection.	Academic and Vocational Skills Goal 4.1
30. Have the students work in small groups to prepare biographical sketches of American composers. They will use encyclopedias and library books to do so. Have them be sure to include the state where each composer was born. Then on a large bulletin board post a large outline map of the United States. At the end of each group's report, write that composer's name on a slip of paper and pin it in the state of his or her birth. Continue this project during the year as other American composers are introduced.	Goal 4.2
31. Invite to the class a few professional and "semi-professional" musicians to describe their musical training and general education. Ask when and how they began the study of their various instruments.	Goal 4.3
32. Divide the class into small groups. Have each group choose a familiar story to make into a roll movie. The students illustrate the various scenes on drawing paper large enough for groups to see. They arrange the scenes in sequence and tape them together into one long strip. A "television" set can be made from a cardboard box and dowel rods. The groups can have a narrator tell the whole story or can speak the various parts themselves. Take the show "on the road" to the classrooms of lower grade children or to a local nursing home to present the roll movies.	Goal 4.4
33. Ask the class to help you list the things that would have to be done to put on a talent show involving the students in several rooms. Then group the jobs together. Form a committee for each cluster of jobs. Then let the students proceed to plan and prepare such a talent show. They may want to include handicrafts or hobbies, as well as performing arts.	Goal 4.4

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GUIDANCE ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Ask the students to imagine they are in a setting where they have contact with only one other person for a whole week. Possibilities may be: --quarantined at home because of contagious illness --shipwrecked on a remote island --isolated because of a plane crash in the Canadian wilderness --isolated because of contact with radioactive materials Have the students each choose a situation and then describe the person whom they would choose if they found themselves in that situation. They should think about problems confronting them and characteristics in a person necessary to overcome the problems.	Goal 1.1
2. Name a Personality of the Week by mounting a student's picture on a bulletin board. Then have the other students post all the things they can find that describe the positive characteristics of the child. They may use pictures, words, poems and stories. They may also describe favorite foods, sports, colors, songs and so on.	Goal 1.1
3. Put each student's name into a hat. Then each one draws a name out of the hat. This student becomes his or her "secret pal" for a week. Everyone should try to do something nice for his or her secret pal during the week. On Friday, they each write down one name to guess the identity of the Secret Pal. They then can take turns revealing their true Secret Pals.	Goal 1.1
4. Have the students each make a list of ten people they admire. Beside each person's name they should write a word or phrase describing the characteristic they like most in that person.	Goal 1.1
5. Ask for a volunteer to be a "buddy" for an absent student. The buddy will put a copy of each handout into a folder along with each assignment. The buddy can then take the assignments and handouts to the absent student. If this is not possible, the buddy can call him or her by telephone. Invite students to make get-well cards for the absentee student in spare time. These also can be put into the folder.	Goal 1.1

Notes

Self Knowledge

Goal 1.2

6. Have the students use this and other check lists to gather information about themselves. They should check the items that describe themselves.

___Like to talk a lot	___Feel sad a lot
___Move slowly	___Move quickly
___Feel happy most of the time	___Like to be alone
___Get angry often	___Never laugh
___Love life	___Glad you are yourself
___Have a few close friends	___Bored a lot
___Laugh a lot	___Jealous of lots of people
___Wish you were somebody else	___Tired of living
___Like to listen to others talk	___Like to be with people
___Have many friends	

Goal 1.2

7. Here is another check list for students to evaluate their personal abilities.

	Very Well	Pretty Well	Not So Good
Team Games			
Swimming			
Music			
Art			
History			
English			
Science			
Writing Stories & Poetry			
Tennis			
Home Chores			
Memorizing			
Earn Spending Money			
Work with Hands			
Work Out Problems with Reasoning			
Work Well with Others			

8. Students may use this sentence completion to gather information about themselves.

   Name _____

   One of my favorite things is _____

   My hobby is _____

   I have trouble with _____

   If I could travel anywhere, I would go to _____

   _____

   Sometimes I feel like _____

   I want to learn how to _____

   A song about me could be titled _____

   I wish I could _____

   I want to become _____

   Have students keep this and other completed self-assessment activities in their own Manila folder during the year. As they accumulate, students will be able to see changes and patterns.

Notes
Self Knowledge
Goal 1.2

9. Have each student write a description of himself or herself, including interests, abilities, tastes, physical characteristics and hobbies. Then collect these descriptions. Read them aloud. The class can guess the identity of the mystery person.

Goal 1.2

10. Divide the class into small groups. Have them take turns speaking for three minutes on one of the following:
    --Things I enjoy doing for income outside of school.
    --Things I enjoy doing for pleasure outside of school.
    --Things I enjoy doing for income and pleasure outside of school.

Goal 1.2

Notes

Self Knowledge

Goal 1.2

11. Here is a slightly more future-oriented self-assessment.

    1. I believe that I would enjoy working with (people, ideas, things).
    2. I feel that I would best work (alone, in a small group, in a large group).
    3. I feel that I would like to work (indoors, outdoors).
    4. I would like to work (in my home, in a community, in a nearby area, far from home).
    5. I would like to live (in the country, in a small town, in the suburbs, in the city).
    6. In my spare time I really enjoy _____
    7. I'm more interested in learning more about _____
    8. I felt especially good about myself when I _____
    9. My parents would like me to become a _____
    10. I would like to become a _____
    11. The reason I would like to become my choice that is listed in # 10 is because _____

Goal 1.2

12. Ask the students to write down three ways in which they would like to improve. They should seal the slips in envelopes at the beginning of the year. Return the envelopes at the end of the year and let students evaluate their goal attainment.

13. Here is one more self-assessment for those personal folders.

Name _____

I like to be called _____

Address _____

Phone number _____

Birthday _____

Hobbies _____

Favorite record _____

T. V. show _____

Favorite sport _____

Favorite movie _____

Favorite character from a book _____

What I would like to be doing in ten years

_____

Quote, comment, thought for the day or favorite saying _____

_____

Notes

Self Knowledge

Goal 1.2

14. Have a box where pupils can put slips of paper on which they have written problems they are having. They do not sign these papers. Explain that the slips of paper will be drawn out and the problems read aloud. Students will be able to offer solutions to the problems.

Goal 1.3

You must have established an atmosphere of trust in your classroom because this activity involves risk on the part of the students who contribute problems for discussion.

Remember, also, to treat the students and their problems with the same respect you would give to a friend.

Notes Self Knowledge	
Goal 1.3	15. Place a "Thought Box" on a shelf and invite students to put in notes at any time and sign them. Thoughts can be about anything. During free time have students draw notes from the box and write responses or related thoughts to the ones drawn. These can be given to the contributors. They can also be put into envelopes, labeled with names and pinned to a message board to be received in spare time.
Goal 1.3	16. Give students practice labeling feelings. Divide the class into small groups. Have each group list many words which describe feelings. Then have each group sort its list into two categories by preparing a paper thus: FEELINGS
Goal 1.3	17. The teacher asks students to consider what they have to have to be proud of in relation to some specific area or issue. The teacher whips around the room calling upon students in order. Students respond with the words, "I'm proud of . . . ." or "I'm proud that . . ." Any student may pass if he or she chooses. Sample questions could be: 1. What is something you are proud of that you can do on your own? 2. What is something you are proud of in relation to money? 3. What are you proud of that has to do with school? 4. What are you proud of about your gift giving? 5. What is something you have written that you are proud of? 6. What are you proud of in relation to your family? 7. What is something you have done about the ecology issue that you're proud of? Emphasize the fact that the type of pride that is called for here is not the boastful or bragging kind of pride, but the pride that means, "I really feel good about" or "I cherish this aspect of my life."
Goal 1.4	18. Design a Worry Box. Have the students write on slips of paper things that worry them. They then put the papers into the box and do not sign their names. Allow time to draw slips from the box. Read the worry aloud and have the other students suggest things to help the worrier worry less.

19. Ask students to describe the symptoms of "stage fright." Ask them to suggest things that can be done to help alleviate the fear.

Points to be developed:
--When a speaker stands before an audience, his most effective guarantee against personal disaster is good preparation.
--In a classroom where pupils are learning the art of speaking before an audience, the whole class needs to respond to each speaker with both empathy and responsibility.

Notes

Self Knowledge

Goal 1.4

20. The following are situations in which people may feel uncomfortable. Have the students complete the form. Then divide them into small groups to think of ways to feel more comfortable in each of the various situations.

Goal 1.4

EVER BEEN IN ANY OF THESE SITUATIONS?

___I'm the first person chosen.
___I'm the hero.
___The outcome rests on me.
___I'm the last person chosen.
___My best friends beat me.
___I cheat.
___I'm praised.
___I'm second string.
___I get hurt.
___I try my best and lose.
___I do less then my best and win.
___I beat my best friends.
___I work behind the scenes.
___I want to quit and can't.
___I make my parents proud of me.
___I bring honors to the school.
___I've bragged.
___I've been a good winner.
___I've been a poor winner.
___I've used my intelligence to win.
___I wanted to quit but didn't.
___I've picked the winning team.
___I go to any extreme to win.
___Others don't play as hard.
___I practice hard.
___It's game time.
___I practice hard and lose.
___I'm captain of the team.
___The judge is my friend.
___I get penalized.
___It's all over.
___I quit.
___I can't do as I would like.
___I don't live up to my expectations.
___I'm thrown out of the game.
___I warm the bench.

Notes

Self Knowledge

Goal 1.4

20. Continued

___I've won a big prize.
___I've gambled and won.
___I've been a show-off.
___I've rubbed it in.
___I've been a poor loser.
___I've been a good loser.
___I've copped out.
___I've dropped the ball.
___I've proven a point.
___I'm not the best.
___I take short cuts.
___I don't live up to my parents' expectations.

II. Life Roles, Settings and Events	Notes
21. Invite a counselor to speak to the class about his or her work. Have this person describe the different kinds of problems clients have. Have this person describe ways the clients with the problems described can help themselves. Ask him or her to describe the work setting and kinds of problems his or her clients have. Ask this person also to talk about the lifestyle.	Life Roles, Settings and Events Goal 2.1
22. The students can take home a Polaroid camera to photograph family members working at home. Make a classroom display or scrapbook using the photos.	Goal 2.2
23. Divide students into six small groups. Explain that study habits consist of the following patterns: --completion of tasks --completed on time --neatness --wise use of time --planning ahead --organization of work Assign to each group one of the above patterns to make into a television commercial. Invite another room to come see all six commercials on good study habits.	Goal 2.2
24. Divide the class into small groups. Have each group prepare a list of desirable behavior patterns in the ten-and eleven-year-old students. Invite a group of parents to be in a panel discussion. The topic is "What Parents Can Expect of their Ten- and Eleven-Year-Old Children." Compare the ideas of the students and the parents.	Goal 2.2
25. Invite to the class several parents who are involved in different kinds of occupations. Ask them to explain how their work affects their leisure time. Ask them to name interests fulfulled in their work and those fulfilled in their leisure activities. They may point out the similarities and differences between their work and leisure activities.	Goal 2.3
26. Set up a list of jobs for the classroom. Each student should function in one job for a period of time and then change jobs in order to get a variety of work experiences.	Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

26. Continued

Librarian - Takes care of books being checked out and checked in. Keeps file of cards, reminds students of due dates, and repairs any damaged books.

Errand Runner - Does any miscellaneous jobs, like going to the office to get mail, taking attendance, and collecting lunch slips, picking up films, carrying messages and getting supplies.

Restroom Monitor - Reports any misbehaviors in the restroom.

Hostess or Host - This person answers the door, takes messages, greets visitors to the classroom and finds them a place to sit.

Board Cleaner - This person erases the chalkboard at the end of the school day.

Eraser Duster - Every Friday this student cleans the erasers.

Trash Picker-Upper - This student is responsible for making sure the floor is picked up throughout the day.

Note Passer-Outer - This person distributes notes from the office or the teacher to go home.

Recess Equipment Director - Before and after recess, this student is in charge of the balls, bats, ropes, and any other recess equipment.

Interest Center Cleaner - This person straightens the games at the end of the day.

Room Straightener - This person makes sure the chairs are up on the desks at the end of the day and generally pick up things.

Fire Drill Leader - This person takes the lead during a fire drill. He or she is responsible for taking the class outside and knowing where to go and where to stop.

Transportation Director - This student is responsible for listing the names of those children not riding the bus each day.

Lunch Count Taker - This student takes the lunch count each day and writes it on the board.

III. Life Planning

Notes

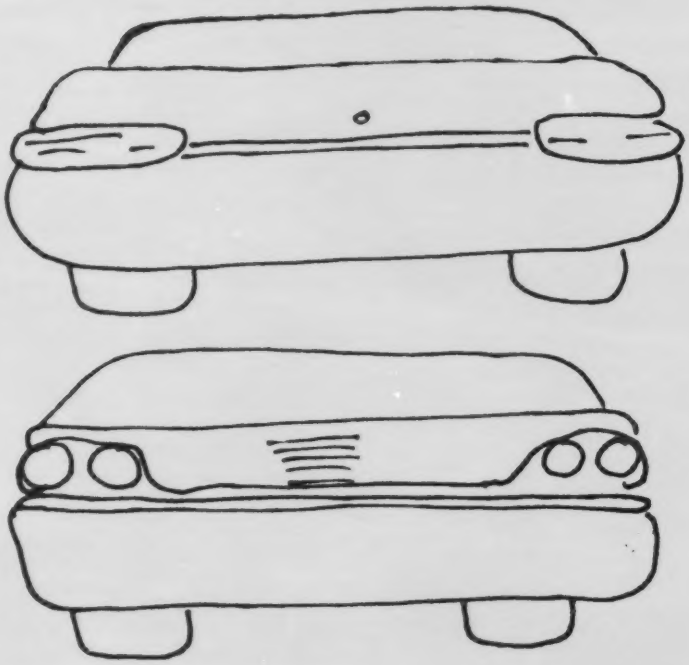
Life Planning

27. Clarifying our values is a very important part of the decision making process. Have the students each list twenty things they like to do.

Goal 3.1

28. Persons sometimes put bumper stickers on their cars to communicate some of their beliefs, feelings and thoughts to others. What kind of sticker would be put on a bumper? What message would you communicate to someone else? Here are two bumpers for you to use -- one front and one rear.

Goal 3.1



29. Here follows a series of situations for which students can brainstorm lists of alternatives for solving the problems described. Divide the class into small groups. Give one situation to each group.

Goal 3.1

1. Rusty borrowed Ben's flashlight and lost it. When Ben asked for it, Rusty said it was an old flashlight that hadn't worked very well and that he would not pay for a new one. During noon hour the next day, Ben hid in the boys' toilet and waited for Rusty. When Rusty came in, Ben splashed water all over him. Mr. Peterson, the gym teacher, came in just in time to catch him. What can Rusty do?

Notes

Life Planning

Goal 3.1

22. Continued

2. Ann has just started to take a geography test. Suddenly the principal comes in and asks the teacher to leave the room for a few minutes. Before she goes, the teacher says, "Boys and girls, you're on your honor not to cheat while I'm gone." As soon as she leaves, one boy opens his geography book and copies all the answers. What can Ann do?

3. John and two of his friends were playing with their ball during recess. A group of girls from another class grabbed the ball and ran off with it. They said they wouldn't give it back. A monitor was on the other side of the playground and hadn't seen the incident. How can John and his friends get their ball back?

4. It was the first day of school and Linda was a new student. The teacher had just left the room, telling the class, "There is to be no talking while I'm gone." As soon as the teacher left the room, Steve leaned forward to Linda and said, "You're new at this school, aren't you?" Before Linda could answer, Betsey said, "We're not supposed to talk."
What can Linda do?

Goal 3.1

30. Here is an exercise which can be used by groups of students to practice rank ordering their priorities. Have them pretend they have been in a storm which wrecked the ship on which they had been traveling. They must now travel by life raft to an island about a mile away. Below are the items which were left undamaged after the storm. The life raft is small so they may not be able to take everything with them. They are to rank order the items in terms of importance for their groups in allowing them to live on the island until rescue comes. They should place a 1 by the most important, and so on, through number 15, the least important.

___Pencils
___Clock
___Water
___Camera
___Books
___Money
___First Aid Kit
___Radio
___Matches
___Toys
___Paper
___Air Matress
___Little Puppy (Group mascot)
___Gun
___Food

(Tell them they have ten minutes to complete the activity.)

31. Here is a questionnaire to help students become aware of relating present planning to future outcomes.

1. When I grow up I would like to be
2. When I get older I would like to see
3. What will it be like for me in the next grade?
4. What kind of adult (or parent) would I like to be?
5. What friends that I now have would I like to have when I grow up?
6. What might I look like?
7. Where might I live?
8. What might my home be like?
9. What style of clothes would I like to wear?
10. What amount of money might I earn?
11. What job would provide that income?
12. If my job requires that I work only three days a week, how will I spend my spare time?
13. What kind of transportation might I use?
14. What things that I consider to be important now will I want to teach to others?
15. Is it possible for me to make some contribution to society?
16. What things might I do to make me a better person?
17. What preparations can I think about now to prepare me for reaching my goals in the future?

32. All of us have goals. Some of them may seem so insignificant we don't think of them as goals. If we want something and we are going to try to get it, we are striving for a goal. If you want to make an A on your grade card, this is a goal. Usually when we set a goal, there will be some barrier we have to overcome to attain our goal. Below are some examples of results that could happen in setting a goal, an A in math on your grade card.

GOAL	BARRIER	RESULT
A on your grade card	Wanting to watch TV more than you want to study	C on your grade card

Your goal was not achieved. If you do not want to remove the barrier (turn off the television and study) then you can do one of three things.

1. Accept the C and forget the A, realizing it is your fault.
2. Blame the C on the teacher or some other circumstance, and not face the reality of the situation.
3. Turn off the television and study and continue trying to achieve your goal. Since the only barrier in this case is whether or not you want the A badly enough to overcome the barrier, the decision is yours. However, there may be other pressures besides your own "want to" that may make you strive for the goal. A threat from your

Notes

Life Planning

Goal 3.2

Goal 3.2

Notes

Life Planning

Goal 3.2

32. Continued

3. parents or teacher or a promise of a reward may make you strive harder or give up entirely. Again, the decision is yours.

GOAL	BARRIER	RESULT
A on your grade card	Lack of ability even though you do study	D on your grade card

Your goal was not achieved. This time you cannot control the situation because you do not have the ability. Your goal is set too high. You can do one of two things:

1. Accept the fact you do not have the ability and strive for a lower grade.

2. Keep trying to achieve that goal and become frustrated at failure.

You may have pressures from parents or teachers to achieve the grade whether or not you have the ability. A sense of failure can cause us to completely abandon our goal and quit trying.

Have each student list a goal, a barrier and a result if the barrier is not removed.

Goal 3.3

33. Here is a questionnaire to stimulate thought about solutions to problems.

<u>What Would You Do IF. . .</u>

___someone wanted you to throw stones at the windows of another person's house?
1. Refuse to do it.
2. Refuse to do it and tell him or her not to do it either.
3. Go ahead.

___you broke a window at school and no one saw you do it?
1. Tell the principal what happened.
2. Say someone else did it.
3. Not say anything.

___the driver forgot to collect your money for the bus?
1. Say nothing.
2. Turn over the money if asked for it.
3. Say that I hadn't paid.

___your team lost the game?
1. Refuse to play anymore.
2. Tell the other team they played a good game.
3. Say the game wasn't fair.

33. Continued

___you felt tired and wanted to go to bed before your company went home?
1. Stay up until they were ready to leave.
2. Tell them to go home.
3. Say "excuse me" and go to bed.

___you found a purse and didn't know who owned it?
1. Try to find out who it belonged to.
2. Keep it and say nothing.
3. Say "finders keepers".

___a stranger stopped and asked if you'd like to go to the circus?
1. Refuse and walk away.
2. Ask my mother.
3. Go with him.

___you had two friends who didn't get along together?
1. Not play with either of them.
2. Try to help them become friends.
3. Choose between them.

___your best friend made unkind remarks about the new student in your class?
1. Tell my friend that both of us should get to know the new student better.
2. Tell the new student what my friend said.
3. Agree with her and say "I think you're right".

___your mother wanted more time to do things she enjoyed?
1. Not do anything.
2. Say "It's really tough being a mother".
3. Help with the housework.

34. Have each student bring a small notebook in which to write assignments. Teach them to ask questions if assignments are not clear. As you give the assignments orally, write them on the board. Have students cross out those assignments which they finish in their notebooks. Encourage them to check their assignment notebooks to determine whether or not they have to take books for homework.

Notes

Life Planning

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	35. To help students prepare for middle school, have a "Mock" Middle School Day. With the counselor spend some time with students explaining how middle school will be different from elementary school. Divide the "mock" day into a homeroom and class periods for different subjects. Take advantage of the physical education, music or art classes to heighten the feeling of the coming middle school. Set up shoe boxes or shelves to represent lockers with the understanding that, although they may be in the classroom, they are "hall" lockers, and thus, off limits during classes. Allow five minutes between periods for book changes and so on. Allow students to leave the cafeteria when they've finished lunch. Arrange to be in a "patio" area for their supervision. If you are a ham, you may want to portray a different teacher each "period." Be sure to set up your Mock Middle School Day to coordinate what is done locally. You may want to contact the counselor there to gather information for planning the day. Repeat the day at several points, so students can practice use of lockers, more lunch freedom and separate class periods.
Goal 4.3	36. Arrange with the local junior high school to have an Elementary Day when you bring your students on a tour of the building. Have as an objective the listing of courses taught in the junior high school. Doing this will help create interest and anticipation in your students.
Goal 4.3	37. Divide the class into small groups. Have each group divide a sheet of paper into sections, using as headings subjects that are taught in school. Under the various headings they will list daily living tasks for which the subject matter skills can be used.
Goal 4.3	38. Distribute the want ads from several copies of large city newspapers. Have students clip and paste on a sheet of poster paper those which advertise various kinds of schools in the area.

39. Have the students work in small groups to list ways to work and play cooperatively together. Then have each group member illustrate one of these on drawing paper. Tape the sheets together into one continuous strip. Then have them glue the strip onto two dowel rods. They will use a cardboard box to cut like a television set for showing their roll movies to the younger elementary students.

Notes

Academic and Vocational Skills

Goal 4.4

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HEALTH AND PHYSICAL EDUCATION ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Listening skill helps us get acquainted and make friends easily with children and adults.

   Goal 1.1

   Divide the students into pairs. The students in each pair talk about themselves for three minutes apiece. Assemble the class in one large group again. The pairs of students will introduce each other to the whole group.

2. Have the students bring baby pictures of themselves. Arrange these on a bulletin board. Then have the students try to match baby pictures to their classmates. Have them pay special attention to the size and shape of eyes, ears, mouth, nose, head and so on. Point out that our physical characteristics help to make us unique.

   Goal 1.2

3. Here is a self-assessment students will find helpful. It has many items which deal with performance ability. It may be helpful at parent conference time.

   Goal 1.2

	Very Well	Pretty Well	Not So Well
1. Play kickball			
2. Play baseball			
3. Play football			
4. Jump rope			
5. Run			
6. Swim			
7. Dance			
8. Keep myself neat and clean			
9. Keep my room neat and clean			
10. Keep my desk neat and clean			
11. Help around the house			
12. Iron clothes			
13. Wash dishes			
14. Sweep and dust			
15. Take care of my brothers and sisters			
16. Ride a bicycle			
17. Help my classmates			
18. Help my parents			
19. Help my teachers			
20. Ice skate			
21. Slide on my sled			
22. Play a musical instrument			

Notes

Self Knowledge

Goal 1.2

3. Continued

	Very Well	Pretty Well	Not So Well
23. Write stories			
24. Write poems			
25. Write sentences			
26. Do math			
27. Do science			
28. Paint or draw pictures			
29. Social studies			
30. Read stories aloud			
31. Read stories silently			
32. Learn spelling words			
33. Read library books			
34. Use a dictionary			
35. Make maps			
36. Read maps			
37. Work out problems through reasoning			
38. Work with my hands			
39. Work with others			
40. Work alone			

Goal 1.3

4. Give students the opportunity to practice explaining their ideas. Have each student explain and demonstrate proper use of various pieces of sports equipment, such as skates, softball glove or football. Let the students make suggestions for improvement.

Goal 1.4

5. Have students work in pairs to rewrite the rules to familiar games. The objective of the new rules is to get all players equally involved regardless of their abilities. For example, in volleyball all players on a team must hit the ball before it can go over the net to the other team.

   Play at least one of these rewritten games each week. Explain that many games are played for fun and not necessarily to win.

   Invite to the class a few parents who are involved in team sports on losing teams. Ask them to tell some of the benefits of participating even though they do not win.

II. Life Roles, Settings and Events

Notes

Life Roles, Settings and Events

6. Ask the students to describe their community without such services as:
   --street cleaning
   --snow removal
   --garbage collection
   --cesspool emptying
   --city dump management

   Invite to the class speakers who provide any or all of the above services. Ask them to present cost figures, wages, government aid, grants and regulations.

Goal 2.1

7. Invite to the class several parents who have hobbies of interest to the students. Try to include a parent who's hobby is related to his or her occupation in some way. Ask these resource persons to be prepared to trace their hobbies back to early interests or significant people from their junior high school days. Ask these people also to demonstrate some aspect of the hobby or to display a few finished products.

   Then have students raise hands to vote for the hobbies presented which appeal to them. You could also have the students rank order their preferences, writing the most preferred on top and the least preferred on the bottom of the list.

Goal 2.3

8. Here is another opportunity for students to practice rank ordering their preferences for current use of leisure time. Have them fold a paper to form a grid of nine squares. In each square they write a favorite leisure time activity. Under each activity they will put a number to arrange the activities in order from the most preferred to the least.

Goal 2.3

Boating	Skiing	Baseball 1
Sleeping 2	Reading	Skating
Bike Riding	Skate Boarding	Collecting Things 3

Notes

Life Roles, Settings and Events

Goal 2.3

9. Have the students help you list American sports on the chalkboard. Then ask for volunteers to find some information on the age, origin and history of the various sports. They can use encyclopedias, library books or the manager of the local sporting goods store as sources of information.

   Have these volunteers share the information they have found. Perhaps they can explain the objective of the less familiar sports.

Goal 2.3

10. Have the students compose a paper titled, "I Can Be Happy for Hours, Just . . ." In this they will describe the leisure activity they do or imagine they could do for hours. They may illustrate these papers with comic strip cartoons.

Goal 2.4

11. Visit on a field trip a nearby barber and beauty shop. Ask the workers to demonstrate and explain the uses of the equipment therein.

    Ask the workers to explain their training and their hours.

Goal 2.4

12. Gather several mail order catalogs. Have students cut out many pictures of different kinds of shoes. Then ask them to suggest a few categories into which to sort the shoes, such as those worn mainly for comfort, those worn mainly for safety and those worn mainly for looks. Prepare and post a chart labeled with the categories.

SHOES

Comfort	Safety	Looks

In their spare time the students can paste the shoes under the appropriate headings.

Then have them find catalog pictures of clothing worn by workers for safety, such as gloves and hard hats. Ask them to make a class collage of these articles of clothing.

Goal 2.4

13. Review the Basic Four food groups. Ask volunteers to say examples of foods in each of the categories.

    Distribute copies of the newspaper section containing the mid-week grocery store specials. Have the students work in pairs and use the advertised specials to prepare menu plans for one

13. Continued

day. Have them figure the cost per meal for a family of four and then total the cost per day.

Then have them turn to the want ads and clip all the advertisements for jobs dealing with food. They can paste all of these on a large piece of poster paper.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	14. Ask students to help you list on the chalkboard exercises used by adults as part of their physical fitness routines. Ask volunteers to help you explain the benefits of each of the various exercises. Have students write down a few of these benefits which they want to have. Have the students write down exercise prescriptions for themselves. They should then prepare a daily check list good for one month.
Goal 3.2	15. Invite to class a well-known athlete from the community. This can be a professional or high school athlete. Ask this person to tell about his or her exercise and training routines. Ask this person to explain the goals the exercises will help to attain.
Goal 3.2	16. Have the students work in pairs to design posters illustrating each of the following nutrition facts. --Vitamin B holds bones together. --Vitamin C helps prevent colds. --Vitamin A prevents night blindness. --Calcium builds bones. --Iron carries oxygen. --Protein builds and repairs. They can paste pictures of the foods rich in the nutrient in the poster. Explain that all of these nutrients are needed for good health. (If they want good health, they'd better make plans to eat food containing these nutrients!)
Goal 3.3	17. Ask students to help you list some daily good grooming routines people do. Ask them to suggest the amount of time each routine requires. Write the time beside each routine. Then have them list each step of their morning getting ready routine, including getting to school. Have them write the amounts of time each step takes and then plan their own morning schedules. Have them begin with the time school begins, then the time it takes to get there. Have them work backward to determine what time they should get up. Ask them to allow a few minutes extra.

18. Ask students to imagine why students' medications are stored in the nurse's office. Ask why hall passes may be necessary for a trip to the nurse's office. Explain that these kinds of rules are necessary.

Ask students each to write a paragraph describing ways to help students become responsible regarding the taking of medicine in proper doses and avoiding unnecessary use of the nurse's office.

Notes

Life Planning

Goal 3.4

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

IV. Academic and Vocational Skills

19. Help students understand the effects of stress by asking them to raise their hands if they have ever been under pressure or "up tight" about something. Explain that there are several ways to handle tension or upset feelings.
    --Try to deal with the cause of the problems.
    --Get involved in physical activity to "let off steam."
    --Ignore the feelings and wait for them to go away.
    --Blame someone else for them.

    Ask the students to write a few paragraphs describing a time when they were under pressure, uptight, upset or tense. Ask them also to describe the way, in which they handled the feelings.

    Remind them to begin each sentence with a capital letter and end it with some kind of punctuation. Let them gather in small groups to share their writings with one another.

    > It seems only fair to warn students ahead of time when their creative writings will be proofread with red pen and criticized for correctness. By the same token there will be other times when you want them to write only for self-expression. This activity is one of those times. But help them get into the habit of treating the beginning of each sentence correctly.

20. Bring several tape measures to class. Have the students flex their biceps and measure each other's. Write the measurements on the board.

    Then have the students draw a circus strongman, showing both the front and back views. In several different sessions, present the various muscle names. On an overhead projector label the muscles on your own transparency of a circus strongman.

    Ask for several volunteers to use library references to prepare a chart showing human muscles.

21. Have the students use copies of completed United States maps to name cities or states where they could be: --a professional scuba diver --a forest ranger --a hockey player --a professional snow skier --a professional dancer --a resort owner --a hunting guide --a physical therapist --a saltwater fisherman --a sailor --a jockey --a golfer --a brain surgeon --a milk inspector	Notes Academic and Vocational Skills Goal 4.2
22. Allow the students to interview a physical education teacher. Have them find out the courses other than physical education which are necessary for a degree in physical education. Have them find out <u>how</u> each of the various courses helps a person be a physical education teacher.	Goal 4.3
23. Have students describe a well-groomed person. Then have them describe a person who is poorly groomed - a "slob." Have each student fold a piece of drawing paper in half. On one side he or she will draw himself or herself neatly groomed. On the other half he or she will draw himself or herself, in the same clothes, poorly groomed - as a slob. Ask students to think about poorly groomed, unkept, dirty people. Ask them to imagine the kinds of papers that person might write. Explain that we can influence images and thoughts of us by how we take care of and present ourselves.	Goal 4.4

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LANGUAGE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have the students fill Compliment Envelopes for each other. Have each student write his or her name on an envelope. Divide the class into small groups. Give each student a small piece of paper for every person in his or her group. The students pass their envelopes to the right. They will look at the name of the person on the envelope, write a positive statement (compliment) about that person and drop the slip into the envelope.

   Have the students read silently all the compliments in their envelopes when the activity is done.

   Goal 1.1

2. Three ways I can show friendliness are:

   A. _____

   B. _____

   C. _____

   Have the students complete the above statements. Then arrange them in small groups to explain their answers to each other.

   Goal 1.1

3. Watch people around you at school, at church, at home, at the store, and in your neighborhood. Make a short list of friendly actions you see.

   _____

   _____

   _____

   _____

   Allow students to complete this as homework. Then arrange them in small circles to share their observations with each other.

   Goal 1.1

4. Have each student prepare a newspaper of the self. This activity will extend over several weeks' time. The newspaper will be reflective of the things that are important to each student. It will have the traditional sections and the format will look like a real newspaper. They can write the "columns" on lined paper and paste them on the paper. They can also add drawings, photographs or magazine pictures to their articles.

   Goal 1.2

4. Continued

Have the students include such things as:

1. Logotype: name or trademark
2. News: current happenings in their lives
3. Features: special feature section focusing on their preferences in books, movies and television
4. Comics: funny things that have happened to them
5. Sports: any type of competition or physical activity
6. Editorials: opinions of the students including cartoons
7. Classified Ads: what they would like to "advertise" about themselves

5. Have students begin short story notebooks. Every other day have them write on the following:
--Who am I?
--Who Takes Care of Me?
--I am Proud . . .
--Someday I Want to be . . .
--My Funniest Experience
--If I Could Change the World
--My Friend

6. Here is a self-awareness survey.

SENTENCE COMPLETIONS

In general, school _____

Right now this group is _____

My best friend _____

I don't like people who _____

I am at my best when _____

People I trust _____

The best thing that could happen to me would be _
_____

When I don't like something I've done, I _____
_____

When I'm proud of myself, I _____
_____

I'm very happy that _____

I wish my parents knew _____

Someday I hope _____

6. Continued

Today I want to _____

If someone makes fun of me I _____

Compared with most years, this one _____

I am best when _____

Many times I think I _____

Mothers should learn that _____

When I look at other boys and girls and then look at myself, I _____

A nice thing about my family _____

I get into trouble when _____

I wish my father would _____

If I could be someone else, I _____

If only teachers _____

To get along well in a group, you have to _____

_____

What I most like to do is _____

When I see myself in the mirror, I _____

When I am older _____

I get mad when _____

Most of all I want to _____

Think about your list, and what it tells you about yourself. Can you list five single words that you can associate with yourself now?

1. _____

2. _____

3. _____

4. _____

5. _____

7. The students can make scrapbooks of souvenirs, news articles and pictures which are significant for them. This should reflect interests and abilities.

Notes

Self Knowledge

Goal 1.2

Goal 1.2

Notes

Self Knowledge

Goal 1.2

Goal 1.3

Goal 1.3

8. This will be a helpful activity to "break the ice" at the beginning of the school year.

   The students work in pairs. They take turns talking about themselves. Reassemble the class in one large group. The pairs of students introduce each other to the whole group. The introductions should be about a minute long and should contain information other than just names.

9. Display and number five pictures of people showing different emotions. Ask the students to match the number below with the number of the picture, label the feeling being expressed and give the reason why.

	Emotion	Reason
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

10. Here is a questionnaire to help students acknowledge the validity of feelings. (If it seems necessary, you may want to say that <u>how</u> we deal with angry feelings is very important. Harming people or property is never acceptable.)

    Lots of things make us angry. What triggers your anger?

    a. At home

    _____

    _____

    b. At play

    _____

    _____

    c. At school

    _____

    _____

10. Continued

d. Alone

_____

_____

It's easy to tell when I'm angry because I

_____

What makes you happy?

a. At home

_____

_____

b. At play

_____

_____

c. At school

_____

_____

d. Alone

_____

_____

It's easy to tell when I'm happy because I

_____

Have the students sit in pairs to share the results of their work.

11. Have the students list ten different feeling words. Then have them write a feeling word from their lists to show how they might respond in each of these situations. Read these aloud:

1. You are called dumb.
2. You were called the greatest.
3. You are threatened with punishment.
4. Someone beats up your friend.
5. You hear a sudden snapping noise.
6. Your family quarrels.
7. You get a good grade.

Notes

Self Knowledge

Goal 1.3

Goal 1.3

Notes

Self Knowledge

Goal 1.3

11. Continued

8. You don't get invited to a party.
9. Your best friend avoids you.
10. You try something new.

Then have the students sit in small groups to compare their answers. They can take one situation at a time.

> This should help students see that we all have uncomfortable feelings at times. It's pretty normal.

Goal 1.3

12. This activity will help students expand their repertoires of feeling labels from "happy" to "sad."

HOW DO YOU FEEL WHEN . . .
(Circle your Answer)

You're getting ready to go to school in the morning.

Happy	Proud	Pleased	Excited
Sad	Ashamed	Afraid	Nervous

You're asked by your teacher to help her collect the papers in class.

Excited	Calm	Proud	Good
Nervous	Angry	Ashamed	Bad

You're waiting to be chosen on a team at recess time.

Happy	Proud	Pleased	Excited
Sad	Ashamed	Afraid	Nervous

You're going to the board to work on an arithmetic problem.

Excited	Pleased	Calm	Good
Ashamed	Afraid	Angry	Bad

Your Mother visits your class.

Happy	Proud	Pleased	Calm
Sad	Shy	Afraid	Nervous

You hear your name called out by your teacher in class.

Excited	Pleased	Proud	Good
Nervous	Afraid	Ashamed	Bad

12. Continued

You're working on your school homework in your room at home.

Happy	Calm	Pleased	Excited
Sad	Angry	Afraid	Nervous

You are reminded to do a good job washing your face and brushing you teeth.

Proud	Pleased	Calm	Good
Ashamed	Afraid	Angry	Sad

Notes

Self Knowledge

Goal 1.3

13. This activity is designed to help students label specific feelings and to relate them to causes.

Goal 1.3

A WEALTH OF FEELINGS

Choose a word from the list below and use it to fill in the blanks.

embarrassed	guilty	respected
nervous	stimulated	cocky
frustrated	pressured	superior
grateful	inspired	inferior
proud	enthusiastic	weak
scared	lonely	strong
amazed	healthy	restrained
angry	energetic	free
annoyed	confused	envious
ashamed	accepted	defeated
clumsy	contented	tense
worthless	thrilled	apathetic
stupid	responsible	sympathetic
triumphant	indebted	sneaky
joyful	overwhelmed	bored
refreshed	relieved	adventuresome
foolish	unique	boastful
happy	satisfied	inadequate

1. I feel _____ when _____
2. I feel _____ when _____
3. I feel _____ when _____
4. I feel _____ when _____
5. I feel _____ when _____

Notes

Self Knowledge

Goal 1.3

13. Continued

6. I feel _____ when _____
7. I feel _____ when _____
8. I feel _____ when _____
9. I feel _____ when _____
10. I feel _____ when _____
11. I feel _____ when _____
12. I feel _____ when _____
13. I feel _____ when _____
14. I feel _____ when _____
15. I feel _____ when _____
16. I feel _____ when _____
17. I feel _____ when _____
18. I feel _____ when _____
19. I feel _____ when _____
20. I feel _____ when _____

Goal 1.4

14. Arrange the students in small circles. They will take turns telling about a time when someone caused them to get into trouble. After each student has spoken the others will suggest other things he or she could have done. They will help their fellow students see that there is always a choice.

    Then ask students why "group pressure" might cause a wrong choice.

Goal 1.4

15. Ask each student to bring some clippings of ads that appeal to them.

    Lead a discussion of what makes such ads effective (bright colors, cartoons, simplicity, catch phrases and so on). Also, discuss television and radio ads.

    Give students a product name (Biffo). They are to design an ad for the product. They may also select what they want the product to be. Students might work individually or in small groups.

    After the class has shared the results of their "Biffo" ads, introduce the idea of each student's advertising his or her own strengths and skills -- that they are going to "sell themselves." If possible, allow them the option of designing a magazine or newspaper advertisement, a poster, a radio or television commercial.

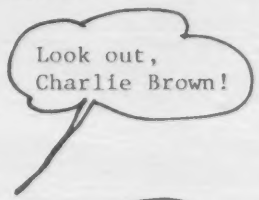
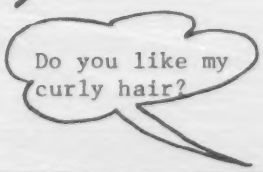
15. Continued

After allowing several class periods for the students to develop their ideas and create their final product, take time to share the results with the entire class.

Notes

Self Knowledge

Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	16. Have the students each write a few paragraphs describing the best teacher they ever had and telling why. Invite another teacher to speak as a resource person about the importance of teachers to other people in society. Ask this person to explain attitudes necessary to become effective in teaching. Have him or her describe the preparation or training of a teacher. Have this person display professional magazines, journals, and "idea" books. Have this person give the cost of becoming a teacher. Ask for several volunteers to prepare brief oral biographies of a few famous American educators.
Goal 2.2	17. Help students practice writing for accuracy and clarity. Have them collect recipes for working parents. They can write these by hand or duplicator masters and staple the copies together. They can then design covers for their cookbooks, titled something like "Quick and Easy."
Goal 2.2	18. Have the students list jobs they do at home. Have them sit in small groups to suggest ways in which these jobs help other family members. They can take turns reading one job at a time while the other group members describe ways in which each job helps other family members.
Goal 2.3	19. Post a display of Peanuts comic strips which you have clipped from newspapers. Have the students bring in their Peanuts character dolls, collectibles and memorabilia. Have them use dialog bubbles to make their own Peanuts cartoons. Then use dialog bubbles to introduce quotation writing. Explain, that, in a story, the words in quotation marks are the words which come from the speaker's mouth. Have them convert the words in dialog bubbles to quotation marks.  = Lucy said, "Look out, Charlie, Brown!"  = Peppermint Patty said, "Do you like my curly hair?"

20. Have the students think of a favorite thing in their rooms at home. They should prepare a "glossy" colored magazine advertisement of the object. They can include what the object means to them, slogans, price and advantages of owning it. They can then cover the paper with clear adhesive paper to give it the "glossy" look.

Notes

Life Roles, Settings and Events

Goal 2.4

21. Ask students to think of television shows where interviewing is used. Divide the students into pairs. One member of each pair will be Johnny Carson or Phil Donahue. The other member of the pair will make up something he or she wants to be. The two will role play an interview taking place on either the Johnny Carson or Phil Donahue show. Each role play can last about two minutes. When they finish presenting their role plays for the rest of the class, explain that interviews can be divided into four kinds of actions:

    1. Asking
    2. Listening
    3. Receiving
    4. Responding

    Explain that interviews can be short or long. They can be formal or informal. But the interviewer has to have some idea of what he or she wants to find out. Tell them that we can interview people any time to find out about anything. We have to be able to listen and keep asking questions if we need to.

Goal 2.4

22. Have the students interview an adult at home about his or her work. The students should list questions they want to ask of the interviewee.

    After the interview have them fill out a questionnaire:

    a. The duties of this occupation are _____
    b. The instruments or tools used are _____
    c. Amount of education needed _____
    d. Clothing _____
    e. List one advantage of this occupation _____
    f. List one disadvantage of this occupation _____

Goal 2.4

23. Have the students each survey five adults, asking the question, "Why are you working?"

    Help the students tally the responses (on the chalkboard) in various categories.

    Then help them prepare a bar graph to show the results. To do this you can give them graph paper. On the overhead projector you can use a transparency of graph paper. Put numbers of responses in the tens along the left side. Then put the categories of responses along the bottom.

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

24. Have the students locate jobs described in the newspaper want ads which their parents would consider taking.

> You may want to send home a duplicated letter describing the activity and asking parents' cooperation. It might be kind of fun for them. Allow a week for students to complete this.

When they return have them paste their want ads on a piece of paper and post on a bulletin board captioned Look What We Found!

Goal 2.4

25. After you teach interviewing skills, have students interview the oldest persons they know. Have them find out as much as possible, especially about the interviewees' childhoods. Then have the students make their interview information into biographies.

Goal 2.4

26. Have the students search the classified ads of the newspaper for homes for sale. Then have them write paragraphs describing their homes or apartments as if they were trying to sell them. They can clip pictures of various house styles and post them on a bulletin board. They can be labeled Colonial, Spanish, Ranch Style, Tudor and so on. This may help in their home descriptions.

Invite a realtor to explain some tips about advertising homes for sale. Have him or her explain the hours and life styles of realtors and their training and licensure.

Goal 2.4

27. During American Education Week have different members of the school staff come and speak to the students about their work and life styles. These might be:
--Principal
--Superintendent
--School Board member
--Special Services Teacher
--Librarian
--School Secretary
--Counselor
--Cook
--Custodian

28. Writing and mailing a business letter can lead to a study of office workers. And this can lead you right to the school office.

    Have the class compose a letter to the Governor, asking what his or her main concerns are for the state of Missouri. Then have a student copy it off the board. Take it down to the secretary for typing. Arrange this ahead of time so the students can observe him or her in this process. Ask for a copy to be made so students can see the copy machine at work. Have all the students sign the letter. Mail it.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Planning

Goal 3.1

Goal 3.1

Goal 3.1

III. Life Planning

29. Help students understand that different decisions can be made to the same problem. Have a panel consisting of adults and students. Everyone on the panel and in the audience receives a copy of a social problem at the same time. After thinking it over, each person will write how he or she would solve the problem and why he or she chose that solution. Then compare what was written. In the discussion that follows the members of the panel will read their solutions aloud. They will probably question the wisdom of each others' decisions.

30. Ask the students to think about problems that they see in society. Have each student express this problem in the form of a petition. Have each petition begin, "We the undersigned believe . . ." Then have them spend several class periods reading and signing the petitions of one another.

    Explain that, when we can sign something, it shows that it is important to us.

31. Have the students fill out the questionnaire on decisions. Then have them sit in small groups to explain their answers to one another.

    WHAT I'D DO IF . . .

    1. Someone wanted me to throw stones at the windows of another person's house --
       a. Refuse to do it.
       b. Refuse to do it and tell him not to do it either.
       c. Go ahead.
    2. I broke a window at school and no one saw me do it --
       a. Tell the principal what happened.
       b. Say someone else did it.
       c. Not say anything.
    3. The driver forgot to collect my money for the bus --
       a. Say nothing.
       b. Turn over the money if asked for it.
       c. Say that I hadn't paid.

31. Continued

4. My team lost the game --
   a. Refuse to play anymore.
   b. Tell the other team they played a good game.
   c. Say the game wasn't fair.

5. I felt tired and wanted to go to bed before my company went home --
   a. Stay up until they were ready to leave.
   b. Tell them to go home.
   c. Say "excuse me" and go to bed.

6. I found a purse and didn't know who owned it --
   a. Try to find out who it belonged to.
   b. Keep it and say nothing.
   c. Say "finders keepers."

7. A stranger stopped and asked if I'd like to go to the circus --
   a. Refuse and walk away.
   b. Ask my mother.
   c. Go with him or her.

8. I had two friends who didn't get along together --
   a. Not play with either of them.
   b. Try to help them become friends.
   c. Choose between them.

9. My best friend made unkind remarks about the new student in our class --
   a. Tell my friend that both of us should get to know the new student better.
   b. Tell the new student what my friend said.
   c. Agree with her and say "I think you're right."

10. My mother wanted more time to do things she enjoyed --
   a. Not do anything.
   b. Say "It's really tough being a mother."
   c. Help with the housework.

Notes

Life Planning

Goal 3.1

32. Divide the class in half. Have half the students write stories about a wealthy but greedy person who dies with money. Have the rest of the students write stories about a wealthy but unselfish person who is kind and generous with wealth. Let the students read their stories aloud. Compare the two philosophies in a class discussion. Ask the students which person they would rather be.

Goal 3.1

33. Ask the students to imagine they can be placed in a machine that will change them into anything they want to be. They should think about physical, social, emotional and intellectual characteristics. Have them write stories describing the changes they would like to undergo. Then have them select from their stories those changes which could be converted to

Goal 3.1

Notes	
Life Planning	33. Continued
Goal 3.1	realistic goals. Have them write a few of these goals. Then have them write one action or thing they can do which will get them to each goal.
Goal 3.1	34. Here is a strategy to help clarify values, thus making decision-making easier. Give to each student a 3 X 5 card to make into a name tag. In each corner they will write a response for the following questions. --Upper right: something in the home they are proud of --Upper left: one thing they are good at doing. --Lower left: one famous living person they would like to be --Lower right: what they would do if they had only one year to live Divide the students into small groups. They will take turns explaining the things on their name tags to one another.
Goal 3.2	35. Record on tape a selection read aloud by each student at the beginning of the year. Record the same selection read aloud by the same student each quarter. Discuss with the students the benefits of doing this kind of assessment.
Goal 3.2	36. In the spring of the year resorts begin to run advertisements in city newspapers. Have students use one of these addresses to write for information on a family vacation there. Now is the time to teach or review the form of a business letter.
Goal 3.3	37. Have students practice using their interviewing skills. They should interview adults to find out what they thought were "exciting" occupations when they were younger. Ask them if they went into these exciting occupations. Why or why not? They can also ask these people to name occupations we know today that did not exist when they were kids. Have the students write a few paragraphs to summarize the interviews and to read them aloud.
Goal 3.4	38. Have each student plan an ideal birthday party based on personal tastes. The plans may include samples, sketches and descriptions. They should cover decorations, activities or games, invitations, theme, favors, lunch and guest list.

IV. Academic and Vocational Skills

39. Write on the board this statement:
"Sometimes when we read, the most important part of the message is not on the page at all."
Ask students what they think it means and if it is true.

Advertising provides good material for showing how unjustified inferences can be suggested.

Have the students cut ads from magazines and newspapers. Hold one up and explain it to the class. Ask:
1. What inferences are you expected to draw from this ad?
2. Can the inferences be justified?
3. If not, why not?
4. Draw an ad, illustrating an unjustified inference.

40. Ask for volunteers to find the definitions of fact and opinion and read them aloud. Read each of the following statements and help students determine whether it is fact or opinion:
--Lawyers have been the foundation of American democracy. (opinion)
--Doctors are the most important people in the country. (opinion)
--An airplane pilot must have a pilot's license. (fact)
--A truck driver must have a chauffer's license. (fact)

Have students take turns making fact or opinion statements about workers and occupations similar to those above.

41. Explain that handwriting often forms a first impression of people. Have the students write letters introducing themselves to a Mr. X. Post all the letters on a bulletin board captioned, Handwriting Often Forms a First Impression.

Ask a volunteer to find a library book on handwriting analysis. Explain that police departments often employ handwriting analysts. And many people do handwriting analysis for a hobby.

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.1

Notes

Academic and Vocational Skills

Goal 4.1

42 . Have the students collect five new words or phrases from the newspaper each week. Record the definitions and words or phrases on a bulletin board. By Friday you will have 25 new ones.

For a vocabulary exercise on Friday, have the students write sentences using the words or phrases as you say them. Tell them you are interested in their understanding and will not count off for punctuation and capitalization at this time.

Goal 4.1

43 . Have the students assemble a collection of empty packages and cans. Have them work in pairs to list five words with one to six syllables. You may want to prepare a sheet for them to use.

	SYLLABLES					
	One	Two	Three	Four	Five	Six
1						
2						
3						
4						
5						

Goal 4.1

44 . Divide the class into two groups for a discussion of a problem. Arrange groups in two circles, an inner circle and an outer circle. Children in the inner circle discuss the problem while the children in the outer circle listen. Each student in the outer circle is assigned a person to listen to. The teacher should limit the time and ask for a summary of the discussion by the students in the outer circle.

Goal 4.1

45 . The students should write a reaction statement to the following letter to the editor:

45. Continued

"When spring arrives this year, an indefensibly cruel scene will be reenacted on the coasts of the Northwest Atlantic and the Gulf of St. Lawrence. Every spring and summer, thousands of baby seals are brutally slaughtered by Canadian and Norwegian hunters. The single purpose of these mass killings is to collect seal pelts, which are made into fur clothing.

Whatever dubious justification exists for killing innocent creatures solely for their fur, there certainly can be no defensible excuse for the manner in which these seals are murdered. The hunters club and skin them, in many cases while they are still alive and conscious. Last spring alone, 260,000 baby seals were killed this way. The United States government, on whose soil this barbarism is taking place, has failed to put an end to the manner in which these animals are being destroyed."

Ask them to proofread it themselves before turning it in. Have them pretend they are sending it in to the newspaper. It will appear on the editorial page and will bear the name of the writer. So they want it to be correct.

46. This activity uses the newspaper to give students practice in finding the main idea.

Have students survey the newspapers for several days. Cut a paper apart and give each pair of students a sheet. They read front and back. They circle and count the number of stories that have to do with some aspect of health or disease. This does not include accidents, injuries or crime.

You may want to have them clip these stories and paste them on charts. For this you could divide the class into three groups. Each group can survey a newspaper for one day and paste articles on an appropriately dated piece of chart paper.

47. Here is an activity to help students practice reading directions.

Pass out a list of the following instructions to each student. Tell them to do <u>exactly</u> what the instructions say.

(1) Read all directions before beginning.
(2) Take out a sheet of lined paper.
(3) Write your name on the upper left-hand corner of the paper.
(4) Directly under your name, print the name of your teacher.

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.1

Goal 4.1

Notes	
Academic and Vocational Skills Goal 4.1	47. Continued (5) Putting one name on each line, write down the names of five pupils in your classroom. (6) In the upper left-hand corner of the paper, underline your own name. (7) Circle the girl's names in your list of five names. (8) Multiply 8 X 7 and write the answer in the lower right-hand corner of your paper. (9) Turn the paper over and write down as many state capitals as you can. (10) Do only instruction number 1. Pay no attention at all to instructions 2 through 9. Ask students to name life situations where reading directions is very important. They may suggest such things as filling out forms, cooking and taking medicines.
Goal 4.2	48. Have the students write letters to Representatives seeking their views on certain issues. Show them that the appropriate mailing address and forms of address can be found in the back of the Webster's dictionary.
Goal 4.2	49. Here is an opportunity for students to practice their letter writing skills. Have them imagine that a scout has found the following basketball players: --Matt Morgan from Nevada, Missouri --Lauri Diamond from Independence, Missouri --Winston Cole from Rittenour, Missouri --Odessa Buchanan from Springfield, Missouri He has written letters asking them if they are interested in playing for his team. The students are to imagine that they are either Matt, Lauri, Winston or Odessa and that they would very much like to play for this well-known team. Each student will write a letter to the scout describing his or her school, academic and sports records, ambitions and anything else the scout would like to know. Help them proofread and correct their letters. They can then recopy them in ink for the bulletin board. Remind them of the importance of making a good impression in this letter. Explain that the player who writes the best letter will probably be interviewed and get the job.

50. Have the students complete the following survey:

NEWSPAPER READING INVENTORY

Name of student _____

1. Does your family take a local paper? ___Yes ___No

2. Does your family take any other newspapers? If yes, name them._____
_____ _____

3. Do you read the newspaper?
___Almost every day ___Occasionally
___Rarely

4. How long do you spend in reading the newspaper?
___More than an hour ___An hour
___Half hour ___Fifteen minutes or less

5. What part of the paper do you turn to first?
___Sports ___Want Ads
___Women's page ___Comics
___Editorial ___Hobby section
___Worldwide ___Advice columns
___News about our country ___TV and Movie News
___State news ___Vital statistics
___Local news ___Other (Name)_____

6. List the sections of the paper that you read everyday.

7. Do you read headlines throughout the newspaper to find articles of interest to you? ___ Yes
___ No ___ Occasionally

8. Do you read entire news articles? ___ Yes
___ No ___ Occasionally

9. What part of the newspaper do you enjoy most?

1st choice _____

2nd choice _____

3rd choice _____

Then have them gather in small circles to share their responses.

Notes

Academic and Vocational Skills

Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.3

51. Distribute copies of newspaper want ads. Have the students work in pairs to list the variety of jobs that are open in this area.

Have them prepare a sheet of drawing paper thus:

JOBS

Experience Needed	No Experience Needed	College Degree	No College Degree

Have the students paste want ads under the appropriate headings.

Goal 4.3

52. You can use newspaper want ads for this activity also. Again have students work in pairs to find ads for jobs that list specific skills. Have them clip these and place them in a pile. They should then sort them according to skills required and paste them on a paper in these categories. Ask them to determine what skills are currently in demand. List these on the board.

Goal 4.3

53. Ask the students to interview their parents to find out what skills had to be learned before they could perform in their current jobs. Have the students list these and bring the list and the name of the current job to class. They will share their information in small groups.

Goal 4.4

54. Putting on plays is an excellent way for students to get experience organizing classroom projects. Plays are good because of the implied structure. Begin by dramatizing fairy tales and children's stories they all know. You can then dramatize selections from reading books. Later you can move into writing radio plays complete with sound effects. (Don't overlook the possibility of presenting the play on a local radio station.) Then students can write their own plays. All of these activities can be used in small groups or with the whole class.

If only part of the class is presenting a play, the rest of the students can be appointed as drama critics. They can write critiques after the play is given. They can discuss costumes, scenery, acting and individual performances.

Goal 4.4

55. Have the students write stories for Walt Disney - type movies. The stories will portray a classroom where no one, including the teachers, takes any responsibility.

55. Continued

Have them sit in small groups and read their stories to one another.

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Ask the students to help you list on the chalkboard occasions on which cakes are used to celebrate: birthdays, weddings, anniversaries, religious occasions and so on. Ask the students to design a special occasion cake for someone they know. They can use Flair pens or crayons.

   Goal 1.1

   Then take the students to a bakery to observe large quantities of cakes being baked. Ask the baker to show a recipe he or she uses in the bakery for the cakes. Point out the fractions. Compare this recipe to that from a cookbook for a single cake. Ask the students to rewrite the amounts for a double batch. They will have to multiply the fractions by two. Then have them triple and quadruple the cake recipe.

2. Present the idea of using numbers to respond on this self assessment scale. You may have to explain the word "neutral."

   Goal 1.2

Always 1	Sometimes 2	Neutral 3	Sometimes 4	Always 5
Work alone	1	2	3	4 5 Work with others
Worry about grades	1	2	3	4 5 Do not worry about grades
Read a lot	1	2	3	4 5 Don't read much
Interested in many things	1	2	3	4 5 Few interests
Am a leader	1	2	3	4 5 Am a follower
Dependable	1	2	3	4 5 Not dependable
Keep my promises	1	2	3	4 5 Don't keep promises
Selfish	1	2	3	4 5 Unselfish
Adventurous	1	2	3	4 5 Dislike trying new things
Get things done fast	1	2	3	4 5 Never get things done
Lose temper easily	1	2	3	4 5 Never lose temper
Stay at home most of the time	1	2	3	4 5 Go out quite a bit
Think of others	1	2	3	4 5 Think mostly of myself
Like people	1	2	3	4 5 Rather be alone
Like to talk	1	2	3	4 5 Prefer to listen

Notes

Self Knowledge

Goal 1.2

2. Continued

Make friends easily	1 2 3 4 5	Hard to make friends
Like the way I look	1 2 3 4 5	Do not like the way I look
Have many friends	1 2 3 4 5	Have few friends
Have good habits	1 2 3 4 5	Have bad habits
Always fighting	1 2 3 4 5	Never fighting
Rather be with a group	1 2 3 4 5	Rather be alone

Have students work in pairs to compare their responses.

Goal 1.3

3. Tell the students they are to imagine that they have $1,000 to spend on anything they choose. They need not spend it all in one place. They can buy things, entertainments or give to worthy causes. They should write how they would spend the money and why.

Then have them work in small groups to explain their ideas to one another.

Goal 1.4

4. For this activity the students will interview people outside of school to discover one thing that worries each person most. Have them bring the information to school. They will then tabulate the worries under different categories. The categories will be: self, home, school, community, nation, world and other. As each student reads aloud his or her worries, have the other students help decide the category in which to place each tally mark.

Then help students figure the percentage of all the people interviewed who have worries in each of the categories. Then they can see from the survey the category that causes the most people to worry. List the categories on the board from greatest percentage to least. Tell the students you have listed these categories in rank order from greatest to least.

II. Life Roles, Settings and Events

5. This activity will help students become aware of the fact that job choice determines how people live.

Mr. Jones, the farmer, lives with his wife, Betty, and their two children, Bonnie and Bobby. They all get up at 5 a.m. After getting dressed and washed up, they eat breakfast at 5:30 a.m. At 6:00 they are ready to do their chores. Bonnie and Bobby feed the animals before they go to school. Bonnie feeds the hens, roosters, and chickens. Bobby feeds the cows, pigs and horses. There are 5 cows, 4 hens, 4 roosters, 12 chickens, 5 pigs, and 4 horses to be fed. The amount of grain for the animals is 4 lbs. for the cows, 3½ lbs. for the hens, 3½ lbs. for the roosters, 9 lbs for the chickens, 5 lbs. for the pigs, and 4 lbs. for the horses. At 11:30, Bonnie and Bobby come home for lunch, and the family eats together. Mr. Jones plows the field, picks the crops and works on the grain elevator. Mrs. Jones starts getting dinner ready at 4:30. At 5:30 the food is all prepared and ready to eat. After dinner, the family reads, or watches television. At 10:00 they go to bed to get a good night's sleep for the next day.

1. How much time is there between waking up and eating breadfast?
2. How many animals are there to feed?
3. How many animals does Bonnie feed?
4. How many animals does Bobby feed?
5. How many lbs. of grain are used?
6. How many hours are there between breakfast and lunch?
7. How long does it take mother to prepare dinner?
8. How many hours of sleep does the family get?

You may want to ask students to suggest variations to this life style. For example, during planting, growing and harvesting season many farmers to not quit for the day until it is too dark to work in the field.

6. Have a "Parent Appreciation Day." Have the students list all the personal services rendered for them by their mothers (or fathers). They should tally the number of hours per week spent on each task. They should then compute what their parents would be paid for the week, month and year.

7. This activity depicts an adult as family member.

Bob's father is planning to remodel their living room. He will need sheetrock, paint, and carpeting. The living room is large, 18' X 24'. The walls are 8' high.

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Goal 2.2

Notes	
Life Roles, Settings and Events Goal 2.2	7. Continued 1. Sheetrock comes in 6' X 8' pieces. How many pieces are needed for: a. the walls? b. the ceiling? c. both? 2. How many square feet are in the walls? How many square feet are in the ceiling? How many square feet in one (1) piece of sheetrock? 3. A gallon of paint will cover approximately 400 square feet. Will a gallon be enough to paint the ceiling in Bob's living room? If not, how many feet will be left unpainted? How many gallons are needed for the walls? How many gallons, to the nearest quart, are needed for the whole room? 4. If latex-paint is $8.50 per gallon, how much will it cost to paint Bob's living room? 5. Bob's mother may want to wallpaper one of the 18' walls. If she does, how much wallpaper will be needed? If she does this, how many pieces of sheetrock will then be needed for the walls? 6. How many square feet of carpeting will be needed for Bob's living room? How many square yards? If carpeting is $11 per yard, how much will the living room carpet cost? 7. What is the total cost for sheetrocking, painting, and carpeting Bob's living room?
Goal 2.3	8. Have the students figure their weekly costs for leisure activities. They might include such things as sports, hobbies, movies and lessons. Then have them multiply to figure the monthly cost and then the yearly cost. Then have the students help you rank order these from most expensive to least expensive.
Goal 2.3	9. Have the students work in groups to gather information about rules, regulations and costs of hunting and fishing licenses. Each group can take a certain animal or fish to research.
Goal 2.3	10. Present a map of the United States. Ask students to explain why the same television programs are heard at different hours in different parts of the United States. Show them a map of the United States that has the four time zones: Eastern, Central, Mountain and Pacific. (See your telephone directory for such a map. Use the Thermofax machine to make it into a transparency for your overhead projector.) Using the television schedule from the newspaper, ask such questions as: --If the Olympics broadcast begins here at 7 p.m., what time does it begin in Seattle? Ask why we have to change our watches when traveling to a different time zone.

11. Invite parents to explain how they use math skills in their leisure activities. These may be such things as:
    --figuring the gauge in knitting or crocheting
    --making needlepoint patterns
    --using leather with the least amount of wasted space
    --enlarging any pattern for embroidery
    --figuring yardage for sewing and upholstery
    --figuring how much wood to buy for a project
    --figuring quantities of materials used in home repairs
    --figuring amounts of seed and fertilizer needed for a yard
    --figuring yields from vegetable gardens
    --planning symmetrical, balanced landscaping

Notes

Life Roles, Settings and Events

Goal 2.3

12. Taking a trip to Washington D. C. from St. Louis, Missouri.

    Oil changed $8.00 (with filter $12.00)
    Souvenirs $2.00 (each, any kind)
    Rotate tires $10.00, Tune up $27.00
    Wheel balance $10.00, Oil 90¢ quart
    Gas per gallon 52¢ Regular, 59¢ Ethel, 59¢ Unleaded
    Hotel or Motel $15.00 per person each night
    Batteries $45.00
    Toll Road $2.58 (on each one), Food $5.00 per day

    Using the above list figure out the cost of each of the following:

    1. How much will it cost to get your car ready for the trip?
    2. How much did it take for the first fill-up?
    3. How many miles per gallon for gas?
    4. How many miles there and back?
    5. How many gallons of gas? How much spent?
    6. How much was spent for oil?
    7. How much was spent for sleeping?
    8. How much was spent for eating?
    9. How much was spent for souvenirs?
    10. How much did the trip cost, including everything?

Goal 2.3

13. Here is a realistic math activity related to the world of work:

    You are a surveyor who has been given the job of mapping a small city park. Follow the directions given below and complete the map. Draw the map using 1 inch as a scale.

    1. The park is 10 miles long and 5 miles wide.
    2. The entrance to the park is on the north side.
    3. A river runs north and south through the park 3 miles west of the entrance.

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

13. Continued

4. There is a camping area 2 miles from both the southern and western boundaries.
5. There is a beach on the western side of the river.
6. There are oak trees along the eastern side of the park.
7. There is a playground in the southeast corner of the park.
8. Now that you have followed all directions design a park of your own and list mapping instructions and trade instruction sheets.

14. This worksheet presents an awareness of the occupation of statistician. You can present it in conjunction with your teaching of the concept of estimating. Do it with the class. Read it aloud.

Did you ever stop and think how many people fight in a war? Did you ever think about the number of people killed in a war? There were many battles fought during the Revolution. The list below names only a few of the battles.

Actual records are hard to find. Historians research and make estimates. These estimates were taken from the Encyclopedia of the American Revolution, by Mark M. Boatner.

Battles	Americans in Battle	Americans Dead
Lexington and Concord	3,763	49
Breed's and Bunker Hill	3,000	140
Long Island	10,000	312
Trenton	2,400	4
Cawpens	1,025	12
Brandywine	11,000	900

Compare the number killed with the number in the battle. Why do you think there were so few? If you would do some research, do you think that you would find many more wounded than killed?

It is fun to compare numbers. See if you can accurately compare the following numbers on your paper:

A. 8 is how much greater than 3? (5)
B. 30 is how much less than 40? (10)
C. 15 is how many times as great as 5? (3)
D. 24 is how many less than 54? (30)
E. Which is greater, 5 X 4 or 5 + 4? (5 X 4)
F. Which is less, 100 X 0 or 100 + 0? (100 X 0)
G. 100 is how many times as great as 10? (10)

14. Continued

You might want to look in the encyclopedia or read a library book to find some more information about other battles.

15. This kind of activity sheet will help students become aware of some characteristics of the occupation of bookkeeper.

The bookkeeper in the office was sick one day. When she returned she had some work to catch up on. Please help the bookkeeper do these problems.

1. 6 Months' Electric Bills

$ 21.00
15.98
18.75
22.50
20.23
+19.67

2. 3 Months' Water Bills

$ 50.75
46.38
+52.00

3. 6 Months' Grocery Bills

$125.00
175.69
98.50
135.27
110.85
+ 87.25

4. What was the average amount spent on groceries during that 6 month period?

5. 4 Months' Gas Bills

$ 56.50
48.78
58.97
+48.55

16. Have volunteers interview nurses and pharmacists to see how they use the metric system. Have them prepare charts of the measures from smallest unit to largest. (Have them see the dictionary section, "Tables of Weights and Measures.") They will pay special attention to the capacity and weight measures. They can present their findings to the rest of the class.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

17. Have students list all the places they have been in the last week -- supermarket, post office, school, bank and so on. Do not tell them why they are making the list. When they have finished, have them fill in the title (or description if they cannot think of the title) of a person or persons at each place engaged in a computational activity. This should make them aware of the variety of places where computation is necessary in people's work.

18. Hold a classroom auction. Students will act as bidders, auctioneer, clerk. Tell them that they are going to hold an auction and they should bring in things that might be of interest to other people. Students should be allowed a certain amount of money.

    One student will act as auctioneer, someone will be the clerk or cashier, other students are to act as bidders and sellers. The clerk will receive play money for items and give receipts. Bidders will pay with checks or cash, recording them in their records and subtracting from the total account. A second clerk must record the amount of each purchase in ledger. Total amount of items sold and date will be entered in the ledger.

III. Life Planning

Notes

Life Planning

19. Have the students pretend they have just received their paychecks. They have just paid all their bills and their rent for the coming month. Have them list things on which they would spend the remaining money-ways they would use it. Then have them put a number in front of each item to show what priority it has. One if the top priority item.

Goal 3.1

20. Tell the students that every family must have food, clothing and shelter. They must make decisions in each of these areas on how to spend their money. Ask students to help you list things families decide in each of these categories. Fill in a chart like this on the board:

Goal 3.1

CONSUMER DECISIONS

Food	Clothing	Shelter

Explain that the ways in which a family spends money in these three areas determines how they live or their life styles.

21. Invite a representative from the credit department of a department store to speak on the procedure followed in opening a charge account at their store. (He or she might speak about credit rating and the requirements needed by a person who wishes to open an account.)

Goal 3.2

Students could "spend" a designated amount for whatever items they want to buy. Students may choose to "pay for" their purchases in one payment, 3 months, or 6 months, etc.

Using the current rate of monthly interest, students should determine the cost of their purchases including interest and 5 percent tax.

Focus on (1) careful use of personal finances, (2) awareness of the additional costs when interest is charged, and (3) the importance of establishing and maintaining a good credit rating.

22. In 1680, a man may have been fortunate to have made 10¢ for an eight-hour day on the farm.

Goal 3.3

Employment usually meant that the employee would have room and board.

Today the same job may pay $2.20 per hour and not include room and board.

Notes	
Life Planning Goal 3.3	22. Continued Compare the two jobs, and discuss the purchasing power of yesterday and today. Explain the wages in relation to different periods of history. Invite a senior citizen to speak to the class about work and wages when he or she was young.
Goal 3.4	23. Have the students imagine that they get $15.00 a month for allowance. This includes treats, club dues, hobbies, gifts, school lunches, cosmetics, savings and stationary. Their mothers have said they may pack their own lunches at home without cost. But they must do it the night before and must clean up after themselves. Ask them to make a month's plan for spending the fifteen dollars. Then have them share these with the rest of the class. The listerners can use scratch paper to check the computation of the speaker.

IV. Academic and Vocational Skills

24. Make fifty or more activity cards that will give practice finding percentage. Put these into a file box, dividing them into sections of difficulty. Students may work independently or in groups.

Suggestions for activity cards:
--Find the percentage of farmers in your community.
--What percent of your classmates plan to be mechanics?
--What percent of your classmates plan to follow their father's or mother's occupation?

25. Give to each student a newspaper advertisement for a supermarket. Explain the concept of rounding off numbers. Any number with a five or more in the one's place is rounded off up to the next higher ten. For example, 37 becomes 40. Any number with four, three, two or one in the one's place is rounded off down to the last ten. For example, 63 becomes 60.

Have the students select fifteen items and write the item name and price. They will then round off each price to the nearest ten.

26. Have these directions on the board or on a ditto:

1. Make a boat with a sail 3" high.
2. Make a 1" square.
3. Make a flag 4" X 3" with a 5" staff.
4. Made 4 stick men 2" high.
5. Make a tree that is 6" tall.
6. Make a line 3½" long.
7. Make a line 7¼" long.
8. Make a line 9 3/4" long.

You can make your own directions if you like. All the students need is a pencil, ruler, and Manila paper. Some of the students enjoy using Flairs to decorate their drawings.

This exercise is good preparation for mapping.

27. Here is a set of problems to give students practice computing.

The carpenter lost his tools. How much will it cost him to replace them?

saw - $12.00	level - $12.00
hammer - $ 9.00	plane - $10.75
wood chisel - $4.50	brace and bits - $18.00
combing square - $5.00	rule - $6.00
framing square - $10.00	

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.1

Goal 4.1

Goal 4.1

Notes

Academic and Vocational Skills

Goal 4.1

27. Continued

The carpenter had these bills in his pocket: four twenties, two tens, three fives, seven ones and no coins.

1. How much money will he need to purchase the tools?
2. If the sales tax is 5%, how much is it on this amount?
3. What will the total be?
4. What denominations should he use to pay his bill?
5. What will his change be?

Goal 4.1

28. Here is a game and variations to give students practice with multiplication. Each group needs two dice. Each player needs a paper and pencil.

DOUBLE TROUBLE

Each player may roll the dice one or more times during his or her turn. After each roll, the player must decide either to pass or pay. His or her score for the round is the total number of points scored. If the player rolls a double before he or she passes the dice to the next player, then his or her score for that round is zero. If the player passes the dice without rolling a double, then he or she adds the score for the round to his or her total score. Once a player passes, he or she cannot lose any of his or her points. The first player to reach 100 points is the winner.

This game has variations also: Double-Double Trouble, Triple-Double Trouble, and other Multiplication-Double Troubles. The players roll the dice as usual. Their score on each round is the number on the dice multiplied by 2, by 3 or by any number selected before the game begins. The destination score then is also multiplied by the same number.

Goal 4.2

29. Invite a banker to class to explain checking accounts to the class. Have this person bring sample checks and instruct the students in the fine art of check writing. He or she can use a transparency on the overhead projector which you have prepared ahead of time. Have him or her also explain subtracting to keep track of one's balance in the checking account.

		Notes
30.	3 cups flour ½ cup sugar 2½ teaspoons salt Applesauce, or cinnamon sugar 2 large eggs 2½ cups milk 6 tablespoons salad oil Mix together dry ingredients. Combine egg, milk, and salad oil, add to dry ingredients, stirring 20 to 25 times or just till everything is moistened. Bake on hot griddle. Makes about 25, 4-inch pancakes. For a thinner pancake, add 2 tablespoons milk to batter. Top with margarine and applesauce, syrup, or cinnamon and sugar. Ditto copies of pancake recipe and give to students. Demonstrate to the class how to measure the ingredients and mix the batter. Divide the class into groups of four. Let two students in each group prepare the dry ingredients while two prepare the wet ingredients and take turns stirring about five times each. Have the students bring their bowl of batter to a frying pan and spoon tablespoons of batter into a pan and watch the pancakes cook. The teacher decides whether or not to allow pupils to turn their pancakes. Depending on the size of the class, it will help the teacher to have a mother or two or several sixth graders to assist in supervising the students (especially when they are near the frying pans). You may have the students first cut their pancakes into halves, then into fourths, and so on for a yummy fraction review.	Academic and Vocational Skills Goal 4.2
31.	Bring several Sears, Wards and Penney's catalogs to class. Have the students imagine that they are ordering for a Little League baseball team. Have the students find the total cost of nine gloves, 18 baseballs and two water jug coolers.	Goal 4.2
32.	Given a catalog and a budget of $15.00 per person, have the students plan Christmas gift purchases for their family members. Prepare Thermofax copies of the order sheets on which they can record their "orders." Have them total their orders to see whose costs the most and whose costs the least.	Goal 4.2
33.	Clip a floor plan from a newspaper which gives dimensions. Have the students compute to find the area and the perimeter of each room.	Goal 4.2
34.	Have students read supermarket ads in the newspaper. You want them to clip examples of ratios in these ads. An example might be five pencils for 49¢. The ratio is 5:49	Goal 4.2

Notes	
Academic and Vocational Skills Goal 4.3	35. Have the students find newspaper want ads for jobs requiring skills in math. Have them paste these on a chart captioned Math Skills Needed.
Goal 4.4	36. Have the students work in pairs to measure the classroom. They will then draw it to scale on ¼ inch graph paper. Tell them that the scale is ¼ inch equals one foot. Then have them place windows, doors and large pieces of furniture, drawn to scale, in the drawing.
Goal 4.4	37. The class will get practice organizing a project and working together if they can do this activity. They are to use a given budget and mail order catalogs to redecorate their classroom. They can order paint, draperies and carpeting. They can also plan and order accessories. Perhaps the best way to begin is for everyone to agree on a color scheme. Then they will maybe want to sign up for committees to order draperies, paint, carpeting and accessories.

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

SCIENCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Explain to the students that what we wear often tells something about ourselves. Our clothes talk in their own way. Clothing can say we are quiet or loud, sloppy or neat. Have the students list what they are wearing. Next to each piece of clothing or jewelry they should write what they want it to say about themselves.

   They should then exchange lists to see what another person thinks their clothing says.

   Explain that taking part in clothing fads helps us feel like we belong. Clothing also helps identify us as belonging to certain informal groups.

Goal 1.1

2. This activity is designed to give the students practice explaining their ideas and support for attempting to do so.

   Divide the class into groups of three. A student begins by speaking for two minutes on these or any other value-laden science issues.
   --How I feel about donating my body to science after death
   --How I feel about using artificial means to sustain life after a person has suffered brain death
   --How I feel about death
   --How I feel about life after death

   During this two minutes, the other two members of the group are listening. They will use the following guidelines:
   1 - Look at the speaker.
   2 - Listen to what he or she is saying.
   3 - Ask questions to help him or her explain.
   4 - Disagree with the speaker only when it is your turn.

   At the end of two minutes the two listeners will summarize what the speaker has said. Then the other two group members will take turns explaining their ideas.

Goal 1.3

3. Invite to the class an emergency medical technician who goes in the ambulance in emergencies. Ask this person to explain and demonstrate medical procedures he or she is trained to perform.

   Then have him or her demonstrate and list first-aid procedures that all of us should be able to practice. Have this person explain how being trained and prepared helps us to not worry and to know exactly what to do.

Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	4. Ask students to help you list the equipment used by detectives in the time of Sherlock Holmes. They may suggest such things as microscopes, magnifying glasses and fingerprint powder. Invite a local law enforcement official to explain and/or demonstrate inventions which have improved law enforcement effectiveness. (Have the students prepare posters explaining these.) Ask him or her to describe possible abuses of these inventions. Have this person tell about the rights of individuals.
Goal 2.1	5. Ask each student to list three inventions on a piece of paper. Have each student write a few paragraphs describing changes the invention made in society and jobs the invention created or took away. Then have students sit in small circles to share their paragraphs with each other. The other students may add their ideas when each reader has finished.
Goal 2.1	6. Visit the County Highway Department. Ask for demonstrations of the road equipment (ahead of time, please). Ask for an explanation of the steps in building a freeway. Help the students get some idea of how roads are financed. When you return to school, have the students write stories about a day without roads. They should focus on ways in which daily life would be different without roads.
Goal 2.1	7. Ask volunteers to explain the process of electrical wiring in a new building. Using a dry cell, insulated copper wire and a switch, demonstrate open and closed electrical circuits.
Goal 2.1	8. Place 24 fertile chicken eggs in an incubator for three weeks. Have someone turn the eggs twice a day. Until the eggs hatch there are many projects the students can do. a. Bring emply cartons of different-sized eggs. Compare price and food value. b. Research to find out why egg yolks are different shades of yellow. c. Research egg fertilization. Find out why the eggs must be turned each day. d. Research to find the lengths of time it takes for different birds to incubate. e. Research to find pictures of different breeds of chickens as well as different colors of eggs.

8. Continued

f. Find out how and why the egg industry has changed in recent years.
g. Prepare a diagram of a chick embryo at four-day intervals.
h. Prepare a diagram of the structure of an egg.

These projects vary in amount of reading and writing skill required. Divide the class into small groups by ability. Use your sense of the students and their input to match small groups to any or all of the above projects. Let them spend the entire three weeks researching and preparing their projects. Let them use audio-visual aids and art materials to prepare presentations for their fellow class members.

Notes

Life Roles, Settings and Events

Goal 2.1

9. Invite homemakers to demonstrate or explain the following methods of preserving foods: canning, freezing and drying.

Then have the students prepare sheets of paper thus:

AT HOME I'VE HELPED WITH . . .

Canning	Freezing	Drying

They should circle any of the food preserving methods with which they have helped. Then, under each method, they should list the specific tasks which they have performed. Those students who have no tasks to list should simply write tasks they imagine would have to be done under each preserving method.

Goal 2.2

10. Invite to the class a group of 4-H club members. Have them tell about:
--the purposes of 4-H
--when and why they joined
--who got them interested
--what some of their projects have been
--what kinds of people are 4-H leaders
--time and money involved in 4-H
--how the county and state fairs fit with 4-H
--how to enter for the county fair
--who may enter the county fair

Goal 2.3

Notes

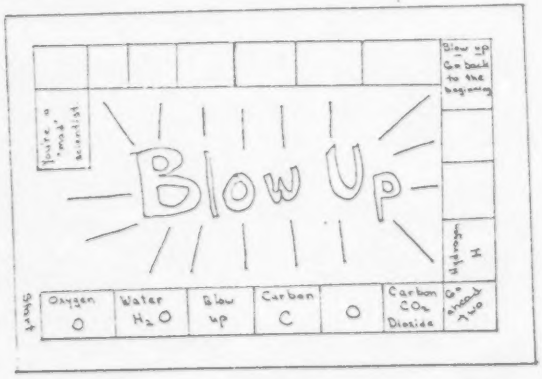
Life Roles, Settings and Events

Goal 2.4

11. If you live in a rural area, there are surprisingly many field trips available. Have the students pay particular attention to the work setting and the tasks of the workers. When possible ask the workers to explain the advantages and disadvantages of their jobs and some of the other tasks they do. Here, then, are some field trip possibilities related to science in agriculture:
    --county extension office
    --vocational agriculture classroom at the high school
    --local farms
    --stock yards
    --locker plant
    --milling company
    --weather bureau
    --fertilizer plant
    --seed corn dealer
    --orchard
    --truck farm
    --livestock sales barn
    --farm equipment dealer
    --home economics teacher
    --a farm kitchen
    --a tree nursery

Goal 2.4

12. Make this game board by using a 2' X 3' piece of cardboard.



For markers use construction paper to make different colored beakers and flasks.

Each player rolls a die and moves his or her marker the corresponding number of spaces. The first player to reach the end without "blowing up" is the Mad Scientist.

You may write other formulas in the blank spaces.

13. Here is an activity for your grease monkeys. Ask around until you have several old motors. Divide the students into small groups. Give to each group an old motor and some tools. Have them take the motors apart and put them back together again.

    Then, if desired, invite a nechanic to tell students what he or she likes about the work and to offer suggestions on the remaining "un-reassembled " motors.

14. Have the students work in small groups. They will use the yellow pages in the telephone directory to help them list occupations in the field of health. Then have them make check marks beside all the occupations that would be involved in meeting their needs if they met with serious accidents and were taken to the hospital.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	15. Ask the students to think about: --polluted lakes --automobile "graveyards" --polluted roadsides and parks They should select one of the above problems. Ask them to think of a business or corporation that contributes to the problem each student has chosen. Introduce the telegram as a message of 15 words or less. This does not include the names of addressee and sender. Have each student prepare a telegram beginning with the words, "I urge . . ." The telegram should be addressed to the business or corporation which contributes to the problem he or she selected. An example might be: To: Coca Cola Incorporated I urge you to stop using disposable containers. From: Brent Woods
Goal 3.2	16. Have the students write for travel brochures from the Missouri Tourism Commission. Let the students spend several class periods browsing through the collection of brochures and locating places described on the map. Then have the students work in small groups. Each group will prepare a list of laws they would like to have which would help preserve the state's natural resources. Have each group read its "laws" aloud to the rest of the class.
Goal 3.2	17. Post a blank sheet of poster paper for a week. Invite students to write ecology - related words (correctly) on the paper. Cover the paper and select twenty words. Give these as a spelling test. Have students record the date and number wrong. Write these twenty words on the board every day for a week. As you write each word have the students copy it for practice. Then give the spelling test again. Have students compare the results of this test with those of the previous one. Have volunteers make "I learned . . ." statements about practicing.

18. Here are two experiments which can be done to heighten awareness of air pollution.

    --Spread Vaseline on paper. Lay it on the outside window sill. Observe the material that collects there.
    --Fly a white piece of fabric on a pole like a flag. Leave it for several weeks. Wash the cloth in clear water and notice what happens to the condition of the water.

    Have the students make ecology posters urging people to make life style changes to lessen air pollution.

19. Have each student write on paper the name of an occupation he or she would like to have as an adult. Have the students exchange papers. They will now list on the papers technological changes which they think will affect the occupations.

Notes

Life Planning

Goal 3.3

Goal 3.3

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	20. The students will gather five different kinds of leaves. They will press, dry and mount each leaf between two sheets of waxed paper with a warm iron. They will write where each leaf was found. They will also name the tree from which the leaf came.
Goal 4.2	21. Have the class write a letter to: Missouri Department of Conservation Education Section Box 180 Jefferson City, Missouri 65102 They should ask for all the literature they can have that deals with plants. Have them explain that they are to devise a list of occupations related to plants. You may want to have them use their list of plant-related occupations to prepare a bulletin board.
Goal 4.3	22. Have the students prepare questions to ask of a registered nurse. Have them find out about such things as: --work setting --duties --training --cost of training --advantages of the job --disadvantages of the job --approximate salary --school subjects needed Invite to the class a registered nurse to be interviewed by the group.
Goal 4.3	23. Invite to the class a high school FFA student. Have him or her tell about: --the vocational agriculture course/courses offered at the high school --plans after finishing high school --what he or she plans to choose as an occupation
Goal 4.3	24. Invite a veterinarian to explain the things they are qualified to do: --Research and testing with laboratory animals --Inspection of food processing plants --Treatment of large farm animals --Treatment of pets Have him or her describe the training which prepared him or her to do all these things. Have this person describe time and money involved in the preparation.

25. Invite to the class an electrician. Have him or her describe safety clothing, equipment and practices associated with the job. Have this person talk about the safe use of home appliances. Then have students use this information to prepare safety posters for kids.

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

SOCIAL STUDIES ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Ask students to find magazine pictures which, in some way, represent American subcultures, such as Irish, German, Chinese, Amish and so on. Have students describe foods they have eaten which represent these subcultures.

   Goal 1.1

   Ask students to name customs and celebrations these groups observe. (Chinese New Year and St. Patrick's Day come to mind.)

   Have them help you prepare two lists: one of customs observed in the community and the other of customs observed in the family.

   Ask students to suggest ways in which these family customs influence peoples' behavior and help us feel that we belong.

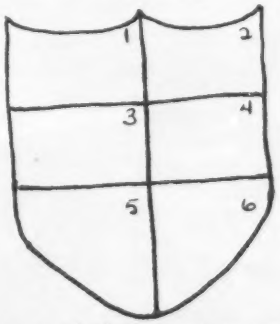
2. Ask for four volunteers to help with this experiment. Have each one spend the day participating from a corner of the room behind a visual barricade - cut off from the rest of the class.

   Goal 1.1

   Then have these four students sit on a panel to explain how it felt. Have these students tell when is was good to be left alone and when he or she felt he or she needed people. The panel also may answer questions from the class.

3. Give to each of the students a copy of a Coat of Arms.

   Goal 1.2



Have them draw sumbols to represent:
Box 1. the family name
Box 2. the family pet
Box 3. an occupation in the family
Box 4. a family leisure activity
Box 5. the most important object in the home
Box 6. a favorite food

Notes

Self Knowledge

Goal 1.2

Goal 1.2

Goal 1.3

4. Have students name some individual characteristics of their classmates. Then ask a volunteer to define "positive." Discuss the positive characteristics of each student as he or she becomes the "student of the week." Display his or her picture on a poster captioned Top Dog or In the Spotlight or something related to the students' tastes.

5. You may want to send home to parents copies of a letter explaining this activity. Students will need parent input. Have students write a story describing each of the following:
   --How I got my name
   --My ancestors
   --A custom that has been handed down through the family

   You can remind them that a paragraph is a group of related sentences about a topic. Since this story contains three topics they can have three paragraphs.

   Have the students read their paragraphs aloud to one another. You may want to have them use a wall map to point out ancestors' nationalities.

6. Scientists who study human behavior say that all persons have the same basic needs. These needs may be divided into three categories: physical needs, social needs and the need for faith.

   Divide the students into pairs. Have each pair prepare a blank paper thus:

HUMAN NEEDS		
Physical	Social	Need for faith

   Then have them list (from their own experience) examples under each heading.

   Then have groups of three pairs read their examples to one another.

> Anthropologically speaking, faith needs may include superstitions, magic, all kinds of myths and rituals as well as organized religion.

7. Many people are worried about our environment and how this will affect the quality of our life on this planet. Worry does no good. It keeps us from acting on a problem. Explain that we can use our concern about problems to get us busy on solving them. Have each student prepare a poster captioned, How I Worry Less About the Environment. The poster should illustrate one thing he or she does to use less or to recycle our resources.

   Display these in the halls around school.

Notes

Self Knowledge

Goal 1.4

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

II. Life Roles, Settings and Events

8. Have the class work in groups to complete this activity. Divide the yellow pages of the telephone book equally among all the groups.

Next, each group will list a random sample of ten businesses listed in the yellow pages. To do this, they will write down the name, address and telephone number of every tenth business listed.

They can stop when they have listed a sample group of ten businesses. Have each group telephone the businesses, explaining that they are from _____'s fifth grade social studies class. They are taking a survey on different types of businesses. They need to ask whether each business is individually owned, a partnership or a corporation. Then have each group figure what percentage of the ten businesses is in each category.

Then have all the groups list the names of specific businesses under the appropriate headings on a chart you have prepared thus:

BUSINESSES		
Individually Owned	Partnerships	Corporations

9. Help students understand that they are community members. As such there are many things they can do to contribute. They can make a scrapbook for the children's wing or waiting room of a local hospital. Have them draw pictures, paste pictures, write riddles, paste comic strips and make crossword puzzles on the pages. Attach a pencil with string. Perhaps they may even want to "chip in" with 10¢ each.

Then invite the local newspaper when you take the class to present the scrapbook to the hospital administrator. Make sure the press understands that the objective of this Career Education activity is to help students understand that they are part of the community.

10. Here is a survey for students to take home. They should ask someone at home to help when necessary. See if you can find the answers to these questions. 1. Does your community collect garbage? How often? 2. Does your community have a health nurse? What are her duties? 3. Does your community have a water purification plant? 4. Does your community have a sewage disposal plant? 5. Where are births and deaths recorded in your community? 6. Does your community have a health department? What are some of the duties of the workers in this department? 7. Give the name of the hospital nearest you. 8. Does your community provide any free health services? If so list several of them. 9. Name one thing you have done to make your community better.	Notes Life Roles, Settings and Events Goal 2.2
11. Arrange for students to take a walking tour of the gardens near the school. You can capitalize on those beautiful spring days when the call of the outdoors is hard to resist. Have the gardeners tell why and how this hobby developed. Ask them to describe the advantages and disadvantages of such hobbies Have them show their seed and nursery stock catalogs. Have them describe the relationship of this hobby to their work roles. Have them describe the relationship of this hobby to their family life.	Goal 2.3
12. Invite to class a group of senior citizens who can explain and, hopefully, demonstrate popular handicrafts in their youth.	Goal 2.3
13. Divide the class into eight groups. Let them prepare presentations on the following national parks in America. --Yellowstone National Park --Garden of the Gods --Teton National Park --Bad Lands of South Dakota --Bryce Canyon National Park --Everglades --Yosemite National Park --Glacier National Park They can write letters and use library books and references. Teach and encourage the students to use audiovisual aids in their presentations. They can also bring	Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.3

13. Continued

things from home to use in their presentations. Before the presentations are given, tell them they will be asked to select their favorite national park, so they should listen carefully to all the details.

After all presentations have been given, distribute large pieces of paper which have been cut in the shape of T-shirts. Have each student select his or her favorite national park and draw a scene from the park on the T-shirt. The design can be colored and lettering can be added.

Goal 2.3

14. Invite a group of 4-H members who have done projects in any or all of the following areas:
--good grooming
--gardening
--food preparation
--animals
--woodworking
--sewing
--crafts

Have these students bring samples or evidence of their projects and explain what they learned. Let the students ask questions about the various projects.

Goal 2.3

15. Pull down the wall map of the U. S. Have each student select a place to visit on a two-week vacation. They should list:
A. Destination
B. Dates
C. Sights to see enroute
D. Sights to see at destination
E. Things which will cost money

Goal 2.4

16. Draw a picture of an object or tool that each of these workers might use on the job.

Bus Driver	Clown	Barber
Farmer	Mail Carrier	Teacher
Nurse	Painter	Judge
Musician	Builder	Banker

17. Have many of the students' parents come and talk about their occupations.
--why they chose them
--advantages and disadvantages
--specific tasks
--skills used in the performance of the tasks

They should wear the clothes they wear when they are at work and bring tools and products associated with their jobs.

Notes

Life Roles, Settings and Events

Goal 2.4

18. Many students by this age are more interested in some occupations than in others. Have each student interview an adult involved in such an occupation. Here are some of the questions the students might ask:
--Name and age
--Occupation
--What were your educational requirements?
--Why do you like your job?
--What do you dislike about your job?
--How much leisure time do you have away from your job?
--What activities do you engage in during your leisure time?
--Do you earn better than average income?
--Will you have an opportunity for advancement?
--Are you content in your work?

Group the students according to similarity of occupations of the persons interviewed. Have the students share the results of their interviews with other group members.

Goal 2.4

19. Have the class help you list on the board occupations which are "glamorous."

Divide the class into small groups of three to explore the "flip sides" of these glamorous occupations. Have each group select an occupation from the list and write down the unglamorous, undesirable, "yukky" things about it.

Have the groups read their lists aloud to each other.

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

20. Use three identical model kits to study the assembly line.

21. Arrange for students to become familiar with behind-the-scenes of a large store. Follow an item when it is first selected, purchased, received, stored, moved and sold. Interview the records department workers to see how the item is accounted for. Also have students list all the workers who handle the product.

22. Have a grocery checker come to class as a resource person. Distribute copies of the following job description:

> To become a Grocery Checker, you must complete a few weeks of on-the-job training. To qualify as a beginning worker for this job, you usually must have a high school education. Courses in arithmetic and adding machine and cash register operation will be very useful to you. You must be at least 18 years of age. You must be physically able to stand for long periods of time and lift the sacked groceries from the counter and place them into grocery carts. You must be able to work rapidly and accurately with your hands and fingers when using a cash register or adding machine and when packing groceries, receiving payment and making change. You must have good eyesight with normal color vision to operate a cash register: the colored symbol keys classify each item as grocery, meat, produce or other. You must be friendly, patient, tactful, neat and mentally alert to get along well with customers.

Have the resource person read aloud the description, one sentence at a time and tell whether it is true or not true.

23. Fold a piece of drawing paper on two lines.

Ask how many students have seen brochures explaining or advertising things. There are six sections to use in this one. Have them each choose an occupation and design a brochure explaining it. Let them use crayons, paints, felt-tipped markers and magazine pictures for finishing touches.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	24. The students will work together to plan a new society on a new planet. They will be using a set of extreme alternatives from which to choose and on which they must agree. Here are the directions: You are in charge of New Planet, a possible answer to Earth's over-population problems. Before New Planet, similar in environment to Earth, can be inhabited, many decisions must be made regarding its society and culture. Your task is to make the decisions in full agreement with your group. All members must agree on answers to the following questions (Duplicate and distribute copies of the questions.): 1. Will there be population control or no population control? 2. Will there be naturally grown food or will it be created by chemical and artificial means? 3. Will the government be run by a single authority such as a king or dictator, or will it be a democracy run by and for the people? 4. Will there be advanced methods of transportation or will communities be isolated? 5. Will education be required or will each child and family have a choice about going to school? 6. Will there be equal supplies for all or will some get more while others get less? 7. Will there be guns for everyone or no one? Assemble the class in a large group. Have each group report its decision while you tally the results for the fate of New Planet on the board.
Goal 3.2	25. Invite as a resource person the owner of a construction company to talk about (1) the kind of planning necessary, (2) what kinds of things can cause problems if left unattended to, and (3) problems which arise from poor planning. Have this person tell where he or she gets the information describing what <u>must</u> be done in the planning stages.
Goal 3.3	26. Invite to the class a group of people who lost jobs, homes, businesses or farms during the Depression. Ask them to tell how these losses changed their lives. In other words, have them describe their life styles before and after the Depression.
Goal 3.3	27. Have students describe events that will occur in the world in the next 50 years. Write each of the following on the board to guide students' thinking.

27. Continued

--Politics
--War
--Poverty
--Hunger
--Space
--Medicine
--Travel
--Housing
--Schools
--Cities

It may stimulate thought to ask them to think of changes related to these areas.

Then ask them to list important events coming into their lives in future years. Each student can do this on paper.

Let them read aloud life events they expect will occur. Then help them to see how changes in these listed areas will probably affect their lives a lot. For example, increased scarcity of one-family dwellings may mean that people will live in small apartments, rather than in houses.

28. Have the students prepare their own newspaper, "The Revolutionary Times," giving news of 1776.

29. Farming is a field in which many changes have taken place. Invite a farm homemaker to tell about cooking for large work crews on the farm in years past. Have him or her tell about cooking for the farm workers now. Ask about such things as:
--prepared and convenience foods
--sizes of crews
--how often the crews consisted of more than just family
--how often they ate
--what they ate

> In Minnesota oat threshing crews might consist of a dozen men thirty years ago. Morning lunch was fresh rolls and coffee. Noon meal (dinner) was huge and often included home-made pie. Afternoon lunch was usually sandwiches, homemade pickles, iced cake, coffee and lemonade. Then at the end of the day there was the family to feed with a big spread consisting of meat, fried potatoes, vegetable, bread and dessert.

Notes

Life Planning

Goal 3.3

Goal 3.3

Goal 3.3

Notes

Life Planning

Goal 3.3

Goal 3.4

29. Continued

> The work for those homemakers was endless on the days they had "men for dinner." (Think of the dishes!) Times have changed.

30. Have each student select one country in which he or she is interested. Tell them to plan their next birthday parties using as the theme the country selected. Have them devise invitations, decorations, games and food. Have encyclopedias accessible. Then have them sit in small groups to read their plans to one another.

IV. Academic and Vocational Skills

31. This activity involves listening to clues and then guessing.

Explain to the class that you are going to act as a "medium" and contact the spirits. In order to do so, students must be very quiet and concentrate.

Being very dramatic, don your turban, stretch out your arms, cross your arms, close your eyes, and speak:

> "I'm thinking of a person who cares for animals. He treats them when they are ill. He is a kind of doctor. Do any of you know the person I've contacted? . . . . . He's a veternarian."

Other spirits to contact:

1. A person who tells computers what to do by means of messages called "programming." (computer programmer)
2. A person who is a public servant. He wears a badge and helps people who are in trouble, as well as enforces the law. (police officer or sheriff)
3. A person who repairs automobiles. He may have had special training. (auto mechanic)

These sessions should be short; after a while, note that vibrations are weakening.

With older children, you may let them take turns being the medium--but only when they have a specific "message" in mind.

32. Prepare the students for a walking field trip. They are going to make a survey of the neighborhood to discover and note any public roads or buildings in need of repair or improvement. Then have the students find out to whom and where to write to recommend these changes. You may want to have them work in groups to report different specific cases. You may want to let them "branch out" to include reporting trash neglect, traffic problems, air and noise pollution and playground and beautification needs.

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.2

33. Have each student choose a state and "read up" on it, trying to learn about the products of it.

Have each student prepare a piece of paper thus:

FROM THE STATE OF _____ WE GET			
Food	Clothing	Shelter	Energy

Have the students use this format for categorizing the specific products.

Goal 4.2

34. Have the students collect newspaper articles about the activities of your state government for a bulletin board display. Have a class discussion about how each of these activities will affect the citizens of the state.

Organize two debating teams to argue about an issue that is important to the people of your state. The teams might argue about whether or not the state needs a new capitol, whether or not taxes should be raised to build more schools, or whether or not a certain sum of public money should be spend for road repair or for public welfare, or whether or not the state should pass new laws to conserve energy.

Goal 4.3

35. Have students clip want ads from newspapers for jobs available. Have them paste the ads on a large piece of paper on the board captioned:

JOBS

Skilled Unskilled

Read a few of the ads aloud in the "Unskilled" category. Ask if these jobs are available locally. Could the students learn to do the jobs? Can both sexes do them?

Goal 4.3

36. Write each one of the following on a different large sheet of paper:
--Art
--English
--Health
--Physical Education
--Mathematics
--Music
--Reading
--Science
--Social Studies
--Spelling

36. Continued

Have the students spend several class periods searching the want ads for jobs related to each of the above school subject matter areas. Have them work in pairs and paste each job ad on the appropriate chart.

37. You may want to combine a unit on clothing with a look at homemaking tasks and a chance for students to practice organizing classroom projects. Here is a list of projects students can work on in small groups.
--Try cutting out simple patterns.
--Design clothing.
--Prepare a display of various fabrics.
--Prepare posters or a style show depicting traditional costumes of various countries.
--Demonstrate the folding of a basket of assorted items of clean laundry.
--Prepare a display of dolls dressed for various activities, seasons or events.
--Make a poster of cleaning instructions and fabric content from various kinds of garments.

They should copy these rather than cut them out of the garments!

38. Have the students list some school rules. Then have them list some classroom rules. Explain that when a conflict occurs between classroom rules and school rules, the school rule must be followed.

You can help them understand the relationship between your state constitution and the U.S. Constitution. Explain that, in general, the U.S Constitution has precedence over the state constitutions. But the U.S. Constitution gives many powers to the states. Disagreements are settled through the Federal court system.

Using your state constitution as a model, write a class constitution. The constitution should include a preamble, a bill of rights, and a framework for the class offices. The powers and limits of power of these officers should be defined. The constitution should describe how and when class elections shall be held. It should define who shall be eligible to vote and what number will constitute a majority.

The constitution should include a list of laws or rules by which the pupils agree to conduct themselves in class. Finally, provision should be made for amending the constitution.

Notes

Academic and Vocational Skills

Goal 4.3

Goal 4.4

Goal 4.4

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APPENDIX A

TEACHING POINTS FOR LEARNING AREA
OF
SELF KNOWLEDGE
(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
1.1 Friendship	--getting along with peers in play --understanding others' feelings --making friends easily --making friends with adults
1.2 Personal characteristics affect interpersonal relationships	--knowing what others like about me --knowing that I am an important member of my class --knowing why some people don't like me --knowing what gets me into trouble
1.3 Open communication	--talking to others about things that bother me --talking to my teacher as a friend --explaining my ideas to others --letting others know when I feel left out
1.4 Functioning in a variety of situations	--losing without becoming discouraged --reading or talking before a group without being afraid --not worrying --knowing what to do when teased

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations	--understanding how job choices determine how people live --understanding the importance of all workers to our community --knowing the major industries, products and services in my community --knowing what things create or take away jobs
2.2 The interrelationship of roles	--knowing the kind of work parents and teachers expect of me --understanding how I am a part of my community --contributing to group work --completing family duties assigned me
2.3 Leisure time	--knowing the many kinds of hobbies and sports kids can learn --having hobbies I will enjoy throughout life --getting physical exercise through bicycling, swimming or other activities --belonging to clubs or after-school group activities
2.4 Characteristics of various occupations	--knowing what people in my neighborhood do at their jobs --understanding why people choose different jobs --knowing advantages and disadvantages of various jobs --knowing kinds of work different jobs require

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--getting other kids' ideas in planning --knowing steps in decision making --helping make family decisions --participating in classroom decisions
3.2 Planning	--making plans for my future --practicing in order to achieve --knowing how to study for tests --planning my work so it is done on time
3.3 Flexibility in planning	--knowing when changes in my plans are needed --thinking about different solutions before solving a problem --adjusting to new schools and neighborhoods --studying all suggestions when helping plan a class party or project
3.4 Assuming responsibility for own planning	--planning my "free" time at school --planning for parties or friends visits --planning my weekends --planning for junior high school

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--knowing the basic mathematics facts well --knowing how to read for main ideas --practicing and listening --using punctuation and grammar in writing
4.2 Applying what is learned in school	--using reading skills to enjoy books, magazines and newspapers --using the basic mathematics facts when shopping --writing friendly and business letters --finding information from maps, the dictionary and encyclopedias
4.3 Educational prerequisites of occupations	--knowing what job training is taught in high school --knowing what subjects are taught in junior high school --knowing kinds of jobs which require on-the-job training --knowing how the amount of education needed for various jobs varies
4.4 Pre-employment skills	--practicing good grooming and health habits --getting along in classroom work groups --accepting helpful suggestions --knowing how to help organize classroom project